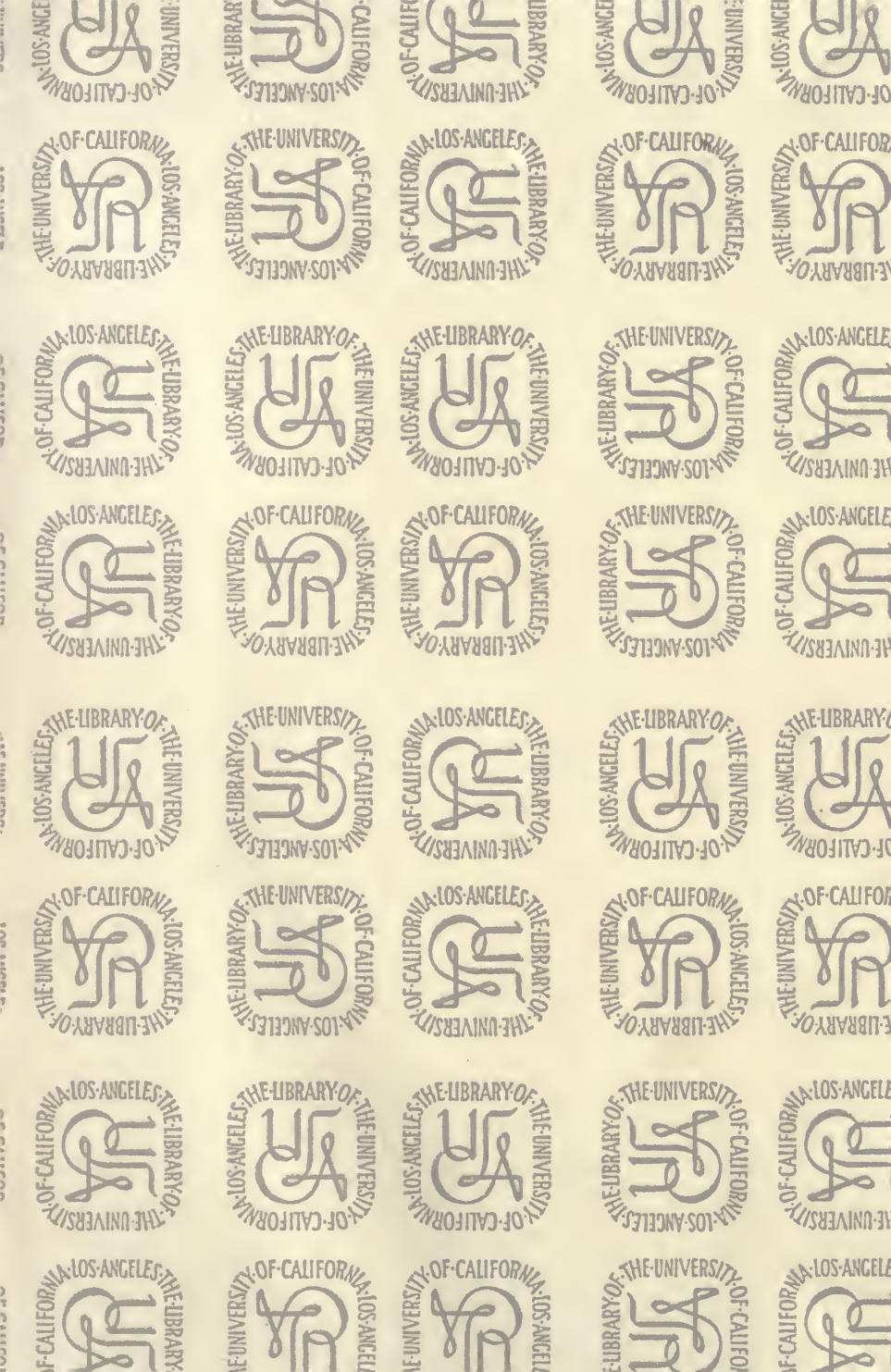


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(Baltimore County Course)

LESSON PLANS IN FOURTH GRADE HISTORY

BY

M. ANNIE GRACE
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AND OTHERS

Baltimore County Public Schools



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APPENDIX TO VOLUME
HOMER'S EPIQUE

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LESSON PLANS IN FOURTH GRADE HISTORY

Legendary History

TROJAN WAR

TEACHER'S AIM: To teach bravery of Greeks as shown in Trojan War..

INTRODUCTION: Name some stories that tell of gods and goddesses. Why did the people fear gods and goddesses? There was a race of people who lived in the southern part of Europe (locate on map) who also believed in gods and goddesses. These people at one time angered these gods and goddesses and a war ensued. Should you like to know how they did it and what was the result of the war?

PUPIL'S LARGE AIM: To know what angered these goddesses; how this caused war and the results of the war.

If this is our topic what should be our next problem?

PROBLEM I: To find how the gods and goddesses were angered.

PROCEDURE.

The trouble began at the wedding of King Peleus, who was a friend of many of the gods and goddesses, and a nymph named Thetis. If King Peleus were a friend of the gods and goddesses who would be invited to the wedding. The gods and goddesses.

There was one goddess, Eric, who was known as the goddess of strife, who did not receive an invitation to the wedding. How do you think this made her feel? Very angry. What do you think she would wish to do? Disturb the feast after the wedding. Yes, she determined to ruin the feast. Tell story of the throwing of the golden apple. What effect did the throwing of the apple have? Claimed everyone's attention. Why? All were anxious to see who would claim it. Who do you think would claim the apple? All the most beautiful goddesses. Yes, there were three who claimed it. Athene, goddess of wisdom; Aphrodite, goddess of love; and Hera, queen of heaven and King Zeus' wife. Neither would yield. Who should decide this question? Father Zeus should decide. But he was not willing to decide which was the most beautiful. Why? He might anger his wife, Hera. If he did not wish to decide what might he do? Get someone to decide for him. That is just what he did. Tell story of sending the three goddesses to Paris. Should you like to know who Paris was? Tell story of Paris—his parents—the prophecy—the result.

Paris was such a cunning baby that the servant fell in love with him on his way to the mountain. What effect would this have upon the servant? He could not kill Paris. No, but what might he do? Leave him on the mountain. What kind of people live in mountains? Kind-hearted shepherds live in mountains. One of these shepherds carried Paris home. What kind of a life would he lead? Very simple life, tend the sheep of the shepherd. He grew to be the handsomest man in the world and a judge of beauty. When the goddesses came to Mt. Ida where Paris lived, would you expect them to find him doing? Watching the sheep.

do you think each one of the goddesses would try to influence Paris to decide in her favor? Promise him some gift. Yes, they each did. Athene promised him great glory and renown as a soldier. Hera promised him all the riches he could wish, and that he might be king of Asia. But Aphrodite promised if he decided in her favor he should have the most beautiful woman in the world for his wife. He decided in favor of Aphrodite. How did this make Minerva and Juno feel? Very angry. Aphrodite told Paris who he was. What would he want to do? Go to see his home in Troy and to find his father. Was King Priam glad? Yes, but also sad; he would now think the prophecy false. After his visit to his friends, what would Paris wish to know? Who was the most beautiful woman, and where she was. Aphrodite told him that she was Helen, the wife of Menelaus, King of Sparta, and that he was going to Menelaus' kingdom and take her by force if necessary.

What will be our problem for next lesson?

PROBLEM II: Did Paris find Helen, and how did he gain her for his wife?

Let us make our outline for this lesson.

THE TROJAN WAR.

I. Causes.

1. Remote.

a. The quarrel of the goddesses.

b. Visit to Paris.

Promise of each goddess.

Paris' decision in favor of Aphrodite.

Return from pupils:

1. Moulding of apple from clay.

2. Written or oral stories.

Throwing of the apple.

Visit to Mt. Ida.

3. Dramatization—Correlation with language.

Throwing of apple.

Visit of three goddesses to Mt. Ida.

Lesson II.

PROBLEM II. Did Paris find Helen, and how did he gain her for his wife?

PROCEDURE.

What did Aphrodite tell Paris about the beautiful woman whom he was seeking? That she was the wife of Menelaus, the King of Sparta, and that he was to take her by force if necessary. Who was to help him? Aphrodite. What would be the best time to attempt to steal anything? When the owner is away. That is what Paris did. He waited until he knew that Menelaus was away from home, and with Aphrodite's help, disguised himself as Menelaus. Aphrodite then blinded Helen, and Paris persuaded her to go to Troy with him. When Menelaus came home, how did he feel? Very angry. What would he decide to do? Go after Paris and bring him back. (Tell story of promise made by the princes to Helen's father at her wedding to Menelaus. Ulysses had exacted that promise). Whom would Menelaus then go for aid. To these princes. In a short

time a great army was gathered, 1186 ships and 100,000 men. Agamemnon, who was Menelaus' brother, was made chief of all the armies. The three greatest leaders were Achilles the bravest, Ulysses the most cunning, and Nestor the oldest and wisest. How would they get from Sparta to Troy. By water. Use map. What would be our next problem?

PROBLEM: To follow them to Troy and to see what happened when they reached there.

Let us make our outline.

2. Immediate.

a. Stealing of Helen by Paris.

b. Anger of Menelaus. Gathering of vast army.

Returns from pupils:

1. Drawing of ship-galley.

2. Written or oral stories.

Stealing of Helen.

Causes of Trojan War.

Lesson III.

PROBLEM III. To follow the Spartans to Troy, and to find out what happened when they reached there.

PROCEDURE.

What dangers might the ships encounter on their way to Troy?

Storms, pirates. They had a very stormy voyage, but finally they reached Troy and encamped about the city. Why did they not march right into the city? City surrounded by a high, square wall. For ten years they carried on the war, the Greeks sometimes winning, and sometimes the Trojans. One day part of the Greek army went to the city of Chryse, sacked it, and brought back rich spoils and many prisoners. Among these prisoners were Chryseis, daughter of the old priest of the Temple of Apollo, and Briseis, her maid. Chryseis was given to Agamemnon as his slave, and Briseis to Achilles as his slave. What effect would the stealing of Chryseis have upon the priest of Apollo? Make him very sad and angry. Read story of offer to pay ransom by the priest.

Soon after this a great misfortune befell the Grecian army. For nine days men kept dying. No one could tell the cause. What would they do to find out the cause. Ask the gods. Achilles called the chiefs and urged them to consult the gods to see which one was angry. The gods told them it was because of Chryseis' captivity. What would they decide to do? Send back Chryseis. What would Agamemnon then want since he was leader of the army? Agamemnon would want Briseis. How would Achilles feel about this? Very sulky and angry. He sat sulking in his tent, and declared he would never lift his hand to help defend the Greeks. What should be our problem next time?

PROBLEM: To find what effect Achilles' sulking had upon the Grecian army.

Let us make an outline.

II. The War.

1. Preparations of Greeks.

a. Calling together of vast army.

2. Voyage to Troy.
3. Greeks encamped about the city.
 - a. War carried on for ten years.
 - b. Sacking of city of Chryse. Chryseis and Briseis prisoners.
 - c. Death of many Greek soldiers.
 - d. Result of conference with gods.

RETURNS:

1. Drawing.
Walls of Troy as border.
2. Written or oral summaries.
 - a. Preparation of Greeks.
 - b. Attack upon Chryse.
 - c. Taking of Briseis from Achilles.
3. Dramatization.
 - a. Attack upon Chryse. Carrying off of Chryseis and Briseis.
 - b. Taking of Briseis from Achilles.

Lesson IV.

PROBLEM IV. To find what effect Achilles' sulking had upon the Grecian army.

PROCEDURE.

Why was Achilles sulking and angry? His slave Briseis had been given to Agamemnon. Who was Achilles? The bravest of all the Greeks. Without their brave leader what would happen? The Greeks would lose. The Trojans won victory after victory. Their most important leaders were Paris, Hector, Paris' brother, and King Priam, his father. Hector was the hero of the Trojans, as Achilles was of the Greeks. Do you think the Greeks were willing to have the Trojans always winning? No, they would be troubled. Of what were they in need? A brave leader. Patroclus, one of the dearest friends of Achilles, was very much ashamed of the constant defeat of the Greeks. He begged Achilles to lend him his beautiful armor that he might lead the Greeks to victory, but Achilles' armor did not give Achilles' strength, and Patroclus was killed by Hector. How do you think Achilles felt when he heard of Patroclus' death? Very much ashamed of himself and very sorrowful.

It aroused him, and he declared he would fight to avenge his friend's death. Again he led the Greeks to victory. All this time the Trojans were within the walls of Troy. Hector seeing their continued defeat ventured out of the city to try to help his people. He was met by Achilles and killed with a spear. Some of the Greeks wanted to give up and go home, but Ulysses and the other leaders would not hear of it, so the war continued. There were many battles, in one of which Achilles was killed by an arrow shot by Paris. Soon after this Paris met his death by a poisoned arrow shot by a leper.

Even though some of the bravest of the leaders were killed, the Greeks were not willing to give up. Ulysses planned a cunning trick on the Trojans by which he felt he could enter the city. What would be our problem for next time?

PROBLEM: To learn the trick played by Ulysses upon the Trojans.

Let us make our outline.

4. Quarrel between Agamemnon and Achilles.

Briseis taken from Achilles.

5. Greek leaders killed.

Patroclus while fighting in Achilles' place. Killed by Hector with spear. Achilles killed by Paris with arrow. Paris killed by leper with poisoned arrow.

6. Trojan leaders killed.

Hector killed by Achilles.

Returns from pupil:

Drawing—spears and arrows.

Written and oral summaries.

Death of Patroclus.

Death of Hector.

Dramatization.

Quarrel between Agamemnon and Achilles.

Lesson V.

PROBLEM V: To learn the trick played by Ulysses upon the Trojans.

PROCEDURE.

What was the one great aim of the Greeks? To get into the city of Troy and take Helen. What kept them out? The high wall. How long had they been at Troy. About ten years. How had they tried to capture the city? Through war. Why had they not been successful? The Trojans remained within the city.

Now Ulysses decided to try a trick. Tell story of the building of the "Wooden Horse," of burning the camps and the sailing away of the vessels. During all the war the Trojans did not believe they would lose Troy because it was protected by an image of the goddess Athene. The Greeks knew of this image, and sent word that the horse was a gift to the gods by them to insure them a safe journey home. How did the Trojans feel when they saw the Greek boats leaving? The Trojans were very happy to see the Greek boats sail away, feeling sure that now they were free to come out of the city. Why?

They came out to gaze at the great wooden horse. While there a Greek came up and told them a pitiful tale of how he had been left by the Greeks. The Trojans were sorry for him and took him into the city with them. They then broke down the walls, and with great difficulty wheeled the great horse into the city. The soldiers left their guard, and after feasting and having a jolly time, they all fell fast asleep. The Greeks came sailing back in their ships and crept up to the walls of Troy. What should be our problem for next time?

PROBLEM: The result of Ulysses' trick in getting the Greeks into Troy.

Let us make an outline.

7. Ulysses' Trick.

1. Great wooden horse built.

2. Greek soldiers hidden within it.

3. Message sent Trojans.

4. Departure of Greek fleet.

5. Story told by Greek.
6. Wooden horse taken into city.
7. Return of Greek fleet.

Returns from pupil:

1. Industrial Arts.
 - Wooden horse made if possible.
 - Spear and breastplate made of wood or paper.
 - Bows and arrows made.
2. Dramatization.
 - Planning of wooden horse.
 - Message sent to Trojans.
3. Oral or written summaries.
 - Archilles' plans.
 - Building of horse.

Lesson VI.

PROBLEM VI: To learn the result of Ulysses' trick in getting the Greeks into Troy.

PROCEDURE.

Where did we leave the Greek soldiers? Some in the wooden horse. Some outside the walls of Troy. Where were the Trojans? Asleep after feasting.

The soldiers in the wooden horse opened a door in his great body and came out. They killed the sleeping guard, and then opened the gates to the city. The Greeks soon destroyed Troy, only a few of the Trojans escaping. How long had the war been going on? About ten years. What were the causes of this war? The quarrel of the goddesses and the captivity of Helen. What should you like to know about Helen? If she were killed. No, she was freed, and went back to Greece with her husband, Menelaus, where they lived in happiness. Let us make our outline.

8. Attack upon Trojans.
 - a. Greek soldiers within city.
 - b. Greek soldiers outside walls.
 - c. Guards slain.

III. Results:

Troy captured.

Helen freed. Taken back to Greece with Menelaus.

Returns from pupils.

Written or oral summary.

The attack.

Result of attack.

ULYSSES.

MODE OF ATTACK: Name the greatest of the Greek leaders in the Trojan War. Menelaus, Achilles, Agamemnon, Ulysses and Nestor. Who was the most cunning of these leaders? Ulysses. Why do you call him most cunning? He made the princes promise that they would support the husband of Helen. He planned the wooden horse. Do you think that the performance of these two crafty acts would have caused him to be known as the most cunning leader? No. What should you like to know about Ulysses?

PROBLEM: To learn how Ulysses came to be called the most cunning of the Greek leaders?

METHOD OF PROCEDURE: What promise was given Helen's father before her wedding to Menelaus? That all the princes would aid Menelaus in time of trouble. Who was the man who caused this promise to be given? Ulysses. He was not interested in Helen because he wished to marry her cousin Penelope. Now can you see why he caused this promise to be given. Tell full story (Chapter I. Story of Ulysses—Agnes Cook.) Ulysses and Penelope had been married only a short time when Helen was stolen from her home in Sparta by Paris and war was declared. Do you think Ulysses would be anxious to leave his home and baby to go to war? Would he want to say "no he did not wish to go?" Why? What might he do? Make believe he was sick. Would you like to know what he really did? Tell story of plowing seashore. When the soldiers discovered that he was not crazy, what did he decide to do? To go to Troy. When he reached the place where the soldiers were ready to start, he was marked for his soldierly frame and sturdy bearing and for the respect that every warrior paid to his advice. Tell what they did when they reached Troy. How many times did they try to enter the city? Why so long? How did they finally get into the city? Tell about the wooden horse. The result. What did the Greeks do with the riches they gained in the ruined city? Prepared to take them home. It took them three days and nights to get aboard the ships with all their possessions. Ulysses and his men were the last to leave Troy. Let us give the reasons why he was considered cunning. What should we learn next time? Something of Ulysses' adventures on his way home.

1. Wedding with Penelope.

1² Aid given Helen's husband.

2² Aid given by Helen's father to Ulysses.

2. The call to aid Menelaus.

1² Helen of Sparta taken to Troy.

2² Menelaus' call for aid.

3² Ulysses' unwillingness to go.

4² His scheme to keep from going.

5² Failure of scheme.

3. Ulysses in Troy.

1² City attacked for ten years.

2² Taking of city by means of "Wooden Horse."

3² Plunder of city.

4² Preparations for return to Sparta.

Lesson II.

PUPIL'S AIM: To learn something of Ulysses' adventures on his way home from Troy.

METHOD OF PROCEDURE: Who were the last to leave Troy? Ulysses' men filled twenty boats. In what sort of ships were they? What dangers are ships apt to encounter? What do storms sometimes do to ships besides wreck them? Read about sacking of island of Cicons and fight which ensued, p. 30, "Story of Ulysses." Driven from the island to their boats they were again at the mercy of the wind and waves, but after many days the sun came out. They then saw land ahead of them. What do you think they then would wish to do? To land and explore the island. Read p. 31, "Story of Ulysses," to learn what the Greeks found upon the island while Ulysses watched the boats in the harbor. Read p. 32 to learn how Ulysses compelled them to leave this "Island of Forgetfulness." What would he wish to do as soon as he had gotten the men on board of the ship? Leave the island. This is what he did and after sailing for many days they saw a beautiful country with wooded hills and dewy meadows. It looked so inviting that they decided to go ashore. They climbed up a hill until they came to a cave which they decided to enter. As I read, listen carefully so that you may be able to tell me to whom this cave belonged; what they found within the cave, and of the difficulty they had in getting away. (Pp. 33-37, "Story of Ulysses"), read by teacher. Reproduced by pupils. Let us frame an outline of Ulysses' adventures to this point.

4. Adventures during return voyage.

1² Land of Cicons sacked by Greeks.

2² Lotus flowers eaten on "Island of Forgetfulness" by Greeks.

3² Prisoners in cave in country of Polyphemus.

ASSIGNMENT FOR LESSON III: Since the wind drove the boats of Ulysses so often from their course, he could not carry out definite plans on his trip to Sparta, hence he met with many adventures. In order that we may learn of some of these adventures, we will divide our class into four groups. The first group may be prepared to report upon Ulysses' adventure with the bag of winds. How he secured it and how it got away from him. The second group may report upon Ulysses' adventures in the land of Circe. How he met Circe and the difficulty he encountered in getting his men away from the land of Circe. The third group may report upon Ulysses' encounter with the Sirens. How the Sirens enticed him to their land, and his difficulty in getting away. The fourth group may report upon Ulysses' adventures in the Sun God's Land. The fate of his men and how Ulysses escaped with his life.

Lesson III.

Recitation upon assigned topics. Outline made at the end of discussion of each topic.

4² Trouble brought by tampering with the Bag of Winds.

5² Greeks turned into swine by Circe.

6² Enchantment of Ulysses by Sirens.

7² Punishment of Ulysses and his men by the Sun God.

1³ Ulysses left to continue journey alone.

ASSIGNMENT: It looked as if Ulysses would surely be drowned while clinging to the poor remnant of his boat, but such was not the case for he was tossed by the huge waves upon the shore of the island owned by Calypso. John may be prepared to tell us at our next lesson how Calypso tried to keep Ulysses from learning her land and Walter may tell how Calypso was hindered in carrying out her plan. Sarah may tell us who aided him after his rescue and Alice may select a group of four people who will be prepared to tell us about Ulysses' adventures at the King's Palace, which was Nausicaa's home. Alice will select topics and assign them to members of her group.

Lesson IV.

Reports given upon assigned topics. Outline made by teacher and pupils at end of discussion of each topic. Teacher's work will be to guide pupils in logical thinking by suggestions or questions. Pupils should be encouraged to make outline from which to give report.

John will tell us how Calypso tried to keep Ulysses from leaving her land. At end of John's discussion simple outline should be placed upon board. Encourage pupils to ask questions which John may be expected to answer.

Each pupil's report will be treated in the same manner until Alice's group is reached. Alice will place her outline to topics upon the board and have pupils report upon those topics. Pupils should be privileged to ask questions at any time.

Topics selected by Alice:

Ulysses at King's Palace.

1. How Ulysses was received by the King and the Queen.

2. The story of his mantle.

3. The feast prepared in honor of Ulysses.

1² Alysses challenged by Laodamas during games.

(Two pupils give this in form of dialogue.) Impromptu third child give result.

4. Honor paid Ulysses by Demodocus.

Outline made by teacher and pupils to be placed in pupils' note books.

8² Drifted by tide upon Calypso's island.

1³ Enchantment placed upon him by Calypso.

2³ Enchantment broken by Minerva.

9² Drifted into Phaeacia upon raft made by Calypso.

1³ Nourishment and clothes given by Nausicaa.

10² Ulysses at King's Palace.

1³ Reception by king and queen.

2³ Feast given in his honor.

3³ Honor paid Ulysses by Demodocus.

1⁴ Challenge by Laodamas.

2⁴ Winning of games by Ulysses.

3⁴ Story of adventures told by Ulysses.

4⁴ Promise of King to aid Ulysses to reach Ithaca.

Why was Ulysses so anxious to escape going to Troy? Did not wish to leave his wife and baby. While telling the story of his life to the king and the queen, of what would he be thinking? Of this baby boy who must now be quite a young man. What would you like to know about this son of Ulysses? His name and something of his life during his father's absence. While Ulysses is preparing for his journey to Ithaca, let us learn something of what happened there during his absence.

Lesson V.

PROBLEM: To learn what happened in Ithaca during Ulysses' absence.

METHOD OF PROCEDURE: Why did Ulysses leave Ithaca? To aid in war at Troy because of promise to Menelaus. How long did war last? Ten years. It has now been ten years since he left Troy. How old would his little son Telemachus be? About twenty years of age. In all this time, no word had come from Ulysses. What might they fear had happened to him? That he had been lost at sea. Because of this belief, the chiefs and lords of Ithaca who admired Penelope for her beauty sought to win her for a wife. Penelope still hoped that Ulysses would return to his home so she refused each one. In their determination to win her they began to sack her land, hoping to frighten her into submission. Penelope, who was noted for her beautiful weaving at last fell upon a plan to keep them from annoying her. Having set up her loom, she said that she would give her answer to them when the robe was finished. Each day she spun and each night she undid part of what she had done during the day. As she worked at this weaving she grew very pale and sad. What effect would this have upon Telemachus? Make him feel very sad and wish for his father's return.

Legends tell us that one day as Telemachus sat watching these men who had taken possession of his land, a stranger dressed as a warrior appeared in the hall. This warrior was Mentor who advised Telemachus to ask the gods to him send the suitors from his palace and also to help him go in search for his father. This Telemachus promised to do and early the next morning called the chiefs and lords to council. I will read from the *Odyssey*, an account of this meeting.

Because these men would promise him nothing, he was very sad and went off alone to the shore where he was met by Mentor who helped him prepare to go in search of his father. When all was ready, Ulysses stole quietly to the castle and bidding his old nurse goodbye took his supplies and started on his journey, Mentor going with him. At sunrise they reached land and upon going on shore were welcomed by the rulers of the country. These rulers could give no news of Ulysses hence Mentor changing herself into a sea-eagle flew off in search of him. At our next lesson we will learn if she found him.

5. Changes in Ithaca during absence of Ulysses.

1² Belief of men that Ulysses had been lost at sea.

2² Lords and chiefs eager to win Penelope.

3² Penelope's belief that Ulysses would return.

4² Land sacked by lords and chiefs.

5² Aid given Telemachus by Mentor.

Lesson VI.

PROBLEM: To learn if Mentor aided Ulysses in regaining his kingdom.

MODE OF PROCEDURE: Mentor leaving Telemachus and disguised as an eagle flew on and on until she found Ulysses who was really near Ithaca, but because of dense fog did not know it, hence was very sad. When Mentor cleared the fog, Ulysses discovered that he was near his own land. Mentor explained to Ulysses just how matters stood in his kingdom. Then changing him into an old man she sent him to a faithful old swineherd to hear the whole story while she went to bring Telemachus home. Returning with him she met Ulysses at the swineherd's hut. The swineherd recognizing his young master spread refreshments before him, the three men eating together. All during the meal, Ulysses gazed with pride upon his noble son. At the close of the meal, Telemachus sent the swineherd to Penelope with news of his safe return. During the swineherd's absence, Mentor while invisible to Telemachus changed Ulysses into a strong man again. When Telemachus saw him in this guise, he thought he was a god, but Ulysses making himself known to him told him he was his father.

Knowing of the great task which lay before Ulysses, Mentor again changed him into the old beggar, who with Telemachus and the swineherd met the men who had taken possession of the kingdom. In the fierce battle which ensued, Ulysses and his helpers were victorious.

After the battle, Ulysses was changed again into his former self and was recognized by Penelope. Can you imagine the joy of the reunion and the happiness which followed?

6. Return of Ulysses to Ithaca.

1² Aid given by Mentor to Ulysses.

1³ Raising of fog

2³ Uniting Telemachus and Ulysses.

3³ Help during fight with chiefs.

4³ Uniting Penelope and Ulysses.

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Stumbling Upon a Continent

VIKINGS.

INTRODUCTION: Where do you live? Tell us something about the house in which you live. Who would like to tell something about an important building in his community? An old resident. An important building in your community, county or state?

Before all of the people came to this country who lived here? Indians and Pioneers. Let us compare our country as it is now with our country in those early days. In order to do this, we will divide our class into two groups, Indians and Pioneers, who will report to the class about our country in their time. (Review of third grade work.) Who should report first? Indians. Why? Lived here before Pioneers. Let us list the topics upon which these two groups will report.

Indians and Pioneers.

1. Home—description of country.

2. Food.

3. Shelter.

4. Clothing.

5. Transportation.

6. Social life.

Where will you get material for your report? Books, pictures, information gained from last year's work.

Each group may select a captain who will distribute the pictures and books lying on the table in your class room, and assign to each member of his company the topic upon which he is to report.

Lesson II.

Of what is our history lesson to consist today? Of a report from the committee on Indian life in our country. The captain of this company may take charge of the lesson, and may have his committee's report.

Captain: The group that is to describe the condition of the country at the time the Indians lived here may report now.

At the time, the Indians lived here, part of this country was a vast wilderness and part was a great prairie. No railroads or electric cars were seen. On the rivers only the canoes of the Indians darted here and there. Of course, there were neither telephones nor automobiles. You would have called this a wild country indeed and are perhaps wondering where and how these people obtained their food. The next group of Indians will tell you this.

Through these forests roamed many wild animals and in the trees lived many birds. The Indian braves learned to hunt these animals, especially to the deer and wild turkey. They also learned to catch the fish that were found in the streams. The squaws and children gathered berries and wild fruits in the forest. Usually they had plenty to eat during the summer, but at times during the winter, they suffered because they could not find enough food.

The deer and large animals that were killed were used for many purposes. The next two groups of Indians will tell us what was done with the skins.

We have brought a picture of an Indian village. Here you may see the home of the Indian, his wigwam, as he calls it. The squaw made this wigwam out of the skin of the deer killed by the brave. Perhaps she, too, cut the poles that you see at the top of the wigwam. Each of the drawings that you see on the wigwam tells a story of some brave deed performed by some Indian brave.

John, who owns an Indian suit, has worn it this morning, and will tell us how the Indians get their new suits.

When the Indian brave brings home a deer the squaw skins it and prepares the skin for the suit. It must be stretched, then hammered and scraped until it is soft and smooth. The squaw then cuts the suit with a knife; she sews it with the sinews of the deer. Sometimes she trims the suit with beads or with fringe. We would not like this suit very well, but the Indian boy was very proud of it.

We are to tell of the way in which Indians traveled. We have brought "In Field and Pasture," from which we will read on p ——. I think that will tell us what we want to know. Fred has brought a canoe made of birch bark that you may pass around while we read.

The last group is to tell about the social life of the Indian. They have learned some of the Indian games, which they will play for us. Games played:

Running Races. Ten Little Indian Boys. Come, Let's Play We're Indians. John Brown's Indians. Shooting With Bow and Arrow. Hunting Games: Imitating Calls of Birds and Animals.

Let us make a short outline to place in our history notebook.

I. Our Country.

1. At the present time.

1² Many, many white people living here.

2² Comfortable homes of brick, wood or stone.

3² Many, many large buildings.

4² Electric cars and telephones in use.

5² Automobiles and electric lights common.

2. Long, long ago. Only Indians roaming in the forests or on the plains. Wigwams made of skins of animals. No large buildings or factories. No mode of travel except pony or canoe.

In the third grade you learned of some white people who traveled through the forests, and often met these Indians. Who were they? The pioneers. Long before these pioneers came white people known as Vikings came to the shores of America. Try to find out at home who these people were, and from what country they came.

Lesson III.

PROBLEM I. To learn who the Vikings were, and from what country they came.

These Vikings were brave men who lived in Norway (show on map or globe). We want to learn something of this country. In what ways may we learn of a country? Visit it, read about it, or have someone tell us about it. In which way would you really like to learn about it? Visit it.

The only way for us to visit Norway will be to go there on an imaginary journey. What must we learn first? Where Norway is. In which direction to go. (Locate Baltimore and Norway on map or globe).

From our knowledge of the location of Norway what kind of clothing will we need on this journey? Heavy, warm clothing. We will take a train to New York, then take a boat to Norway. In what direction will we go. Northeast. Trace journeys until North Sea is reached. Give name of this body of water. Land at Bergen, Norway. Discuss floods and scenery; also occupations of people, stressing the fact that they are living *peaceably* with each other.

This has not always been true of these people, for in the early days, when the Indians were roaming through America, these Vikings were constantly warring upon each other. The country was divided into many little kingdoms. The different rulers of these countries were each jealous

of the other's riches. It was no uncommon happening for one of these rulers to gather together some of his brave men, and unfurling the sails of his dragon ships, would start off to harry the enemies' country. If his band were stronger than that of the enemy, he would leave the country laden with riches; sometimes with the ruler as a captive, to be made a slave or thrall. Let us read from *Viking Tales*, page 27, a story that an old man in Norway told a little lad of how he went harrying a neighboring kingdom at one time, and of what happened after he was taken captive.

Norway at the present time has only one king. What has happened between that time and this? These little kingdoms have been united. What would we like to know?

PROBLEM II. Through whose efforts these kingdoms were united into one kingdom.

OUTLINE.

I. Norway.

1. Trip to Norway.

1² Located in northern part of Europe.

2² Northeast from United States.

3² Scenery different from United States.

1³ Fiords and mountains making beautiful scenery.

2³ Long nights and short days.

4² Occupation of people.

1³ At present time fishing, lumbering and farming; living peaceably.

2³ In days of long ago farming and fishing—warring upon one another.

Read "Land of Midnight Sun" from *Field and Pasture*.

Lesson IV.

PROBLEM II. To learn through whose efforts these kingdoms were united into one kingdom.

At the time that Norway was united into one kingdom records were not kept as they are today. The only way of gaining information was by means of stories. Fathers told their sons of the brave deeds and adventures of the Norse people. These tales were told over and over until everybody knew and loved them. Some men could sing and play the harp. This made the stories all the more interesting, and at the first sound of the harp people would run in all directions crying out, "The Skald! The Skald! A saga!" They well knew that one of these men or skalds would sing a story or saga of some Norse hero. One of the brave heroes about whom many sagas have been sung and stories told was *Harald*, the king, through whose efforts Norway was united into one kingdom. What should we like to know first about this king? His early life.

One of these old stories tells us that Harald was the son of King Halfdan, who ruled one of the small kingdoms of Norway. Let us read from *Viking Tales*, p. 315. Harald's birth and how he received his name. When he was seven months old he cut his first tooth. As was the custom, he was then given tooth gifts by his father. On page 19 we will read of these tooth gifts. What was the most important gifts? The thrall. This thrall was

Harald's constant companion. As they roamed over the wild country together Olaf told Harold marvelous tales of the brave deeds of the Norsemen. He related many legends of the works of the goddess and gods. What was Olaf's purpose in telling Harald these stories of the bravery of his ancestors? To instill ideas of bravery. Let us read pages 19-26 in our Viking Tales. This will give us some of these stories of brave deeds. On page 48 we will find some of the things Harald liked to do.

Olaf told Harald stories of war or of the gods until he could in his imagination see those riding among the storm clouds and throwing his hammer until he knew that a brave man has many wounds, but never a one on his back. Many nights he dreamed that he himself walked into Valhalla, and that all the heroes stood up and shouted, "Welcome, Harald Halfdansson!" At this time he began to wish for a sword of his own. He went much to the smithy, where he watched the warriors mend their helmets and make their spears and swords of iron and bronze. One day he made himself a spearhead, into which he beat some runes. The men at the smithy opened their eyes wide and looked at the boy when they saw the runes, for few Norsemen could read. They asked Harald, "What does it say?" He replied, "It is the name of my spear point, and it says, 'Foe's fear.'"

Read on page 49 and 50 how he secured a handle for his sword, and of the adventure he had while securing it. At this time, when Harald was ten years of age, his father died. Who would then be declared king? Harald. What should be our problem for next lesson? What kind of a king Harald proved to be.

2. Union of kingdoms of Norway.

1² Harald.

1³ Early life.

1⁴ Son of King Halfdan.

2⁴ Given many gifts at age of seven months.

3⁴ Companionship of Olaf.

1⁵ Many stories told.

4⁴ "Foes Fear" made.

Lesson V.

PROBLEM III. To learn what kind of a king Harald proved to be.

How old was Harald when he became king? Read pages 53-61 to learn of the funeral customs of these days. King Halfdan, who had been a mighty warrior, had many foes, who feared him while he lived. What would the foes, who were kings of the other little kingdoms, try to do when they learned that only a lad was now king?

Make war against Harald's kingdom and try to capture it. What would Harald be compelled to do? Prepare to defend his kingdom. Upon whom would he call? His father's friends. He called three men, to each of whom he gave an arrow. Read on page 62 just what was to be done with these arrows. Why was no messenger sent west? Read on page 63 about the gathering of the army. In what way were these warriors different from our soldiers? Read on page 64 and 65 about their ride forward to meet the enemy. Where were they to get their provisions? Rob the farms as they passed through the country. Let us read on pages 65-67 to learn

how Harald met the enemy, and the result of the battle. On the way home after the battle Harald met other foes and had many battles, all of which he won. After this his land enjoyed peace for a time. During this time Harald, who was not a handsome young man, heard many praises sung of Gyda, the beautiful daughter of King Eric of Denmark. Harald was most anxious to meet Gyda and to win her for his wife. Should you like to learn how he did this at the next lesson?

2³ King at ten years of age.

1⁴ Funeral feast in memory of father.

2⁴ Plans of King Halfdan's foes.

3⁴ Preparing to defend kingdom.

4⁴ The Battle with king Haki.

1⁵ Result.

Lesson VI.

PROBLEM IV. To learn how Harald won Gyda for his wife.

Read from Viking Tales pages 71-80. To learn what message Harald sent to Gyda, and of Gyda's reply. What was Harald's vow? By what new name was Harald known? Teacher tell of Harald's endeavors to unite kingdom and of his success. Ref. Viking Tales, pages 81-88. Now that Harald has kept his vow, at our next lesson we will learn of the wedding.

3³ Message to Gyda.

4³ Gyda's reply.

5⁵ His vow. New name. Battles fought. Vow kept.

Lesson VII.

PROBLEM V. To learn of Harald's wedding.

How might we recite this lesson? We might dramatize it. Let us read pages 89-94 to learn just what we must know in order to dramatize it. Let us list the characters and note the customs of that time. Characters: Harald (king); Gyda (princess); Eric (King of Denmark); Guthorm (Harald's messenger); thralls (any number); women in waiting.

Customs: Guthorm sent with message to Gyda. His return. Gyda sitting on a cross-bench, with a long veil of white linen covering face and head. Her women about her. Mead horns passed. Eric's communication with Harald. Harald's answer. Procession about room. Presentation of holy hammer. Harald's speech to Gyda. The wedding. The feast. Return to Norway.

Now that we know something of the customs of those times, we are ready to write our play during our language period this afternoon.

What was Harald's vow? To unite the kingdoms of Norway. How do you think the ruler of the many former kingdoms greeted Harald, King of all Norway, upon his return with his bride? Some were willing to accept him as their king, and said, "We can work on our farms with peace now. Before King Harald came something was always wrong." Ref. page 79, Viking Tales.

Others who liked to fight and go a-viking hated King Harald and his new ways. What might we discuss at our next lesson? What these dissatisfied rulers did.

Our outline for this lesson will be very short. We will have only three headings.

6³ Journey to Denmark.

7³ His wedding.

8³ His return to Norway.

Lesson VIII.

PROBLEM VI. To learn what the dissatisfied rulers of the little kingdoms of Norway did upon Harald's return.

One of these dissatisfied rulers, Solfi, rose against Harald and said, "We will make that shockhead smart." Harald had killed his father in a battle in which Solfi was fighting. Many a dethroned king said, "Why should he put himself up for king of all of us? He is no better than I am. Am I not a king's son as well as he? Are not many of us king's sons? I will not kneel before him and promise to be his man. I will not pay him taxes. I will not have his earls sitting over me. The good old days have gone. This Norway has been a prison. I will go away and find some other place."

Read in Viking Tales on page 95, and find to what countries these vikings went. Let us locate these places on the map. France, Ireland, England, Scotland, the Orkney Islands and Shetland Islands.

What kind of people were these Norsemen? Robbers or vikings. Why did they leave Norway? Do you suppose they would be content to live peaceably in their new homes? Yes, for a little while, but their love for adventure would again lead them into trouble. These Norsemen soon began to make trouble, especially in France. Rolf-go-afoot and his Norsemen began to wage war on the French King, and there was no way to stop him except to give him what he wanted. The king made him a duke, gave him broad lands, and gave him the king's daughter for a wife. Rolf called his country Normandy, for old Norway. He ruled it well, and was a great lord, and his sons' sons after him were kings of England.

What do you suppose the people of England, Ireland and Scotland did when they saw these adventurous Norsemen coming to their shores? Ran away. Why? To gather an army to meet them in battle. Yes, they gathered into great armies to meet these vikings in battle. Sometimes the Norsemen lost, but oftener won, so they got land and lived in these countries.

What direction from Scotland are the Orkney and Shetland Islands? North. These islands had good harbors for the viking ships. On some of them a man could stand in the middle and see the ocean all about him. These vikings sailed to these islands, and were pleased.

So it went until all the lands around were covered with vikings. Norse carved and painted houses brightened the hillsides. Viking ships sailed all the seas, and made harbor in every river. Norsemen's thralls plowed the soil and planted crops, and gold flowed into their master's treasure chests. Norse warriors walked up and down the land, and no man dared to say them nay.

Do you think they would forget their motherland, Norway? No, they did not forget Norway. Every summer they sailed back and harried the

coast. They took gold, grain and beautiful cloth back to their homes from Norway.

What do you suppose King Harald did? Sent out his ships and men and hunted these vikings. There are many caves and deep woods around the coast of Norway, and in these the vikings hid. Harald went into these hiding places and caught many men, but most of them got away and went home laughing at Harald. This they did summer after summer.

How do you think Harald felt when he could not stop their robbing? Very angry. What do you suppose was the only thing left for him to do? Go after them. That is just what he did. He gathered his men and set sail in what direction after them? (Map).

Many fierce battles were fought, but Harald succeeded in whipping these robbers in their own homes. Then he placed his earls to rule over them, and went back to Norway. Read Viking Tales, pages 99 and 100.

Why did these robbers leave Norway? Because Harald was their ruler. Who was their ruler now? Harald. Would they be willing to bow now to King Harald? No. Then what should be our problem for next time? To learn what these vikings did. Outline:

III. Journey west over seas.

1. Cause.

1² Resentment of dethroned kings over lost kingdoms.

2² Resolved not to acknowledge Harald as king.

3² Resolve not to be governed by Harald's earls.

2. Journeys.

1² To France.

2² To England.

3² To Scotland.

4² To Ireland.

5² To Shetland Islands.

6² To Orkney Islands.

3. Revenge against Harald. Return to Norway to harry the coast.

4. Revenge of Harald. Overpowered them in their own country.

. Lesson IX.

PROBLEM VII. To learn what these vikings did to revenge Harald's actions.

Why did these vikings leave Norway? Because Harald was their ruler and would not let them harry the coast. What had Harald done? Gone west over seas and became their king. Do you think they would be willing to bow to him now? Read page 103 in Viking Tales, and find what they really did.

Who was to be their leader? Ingolf. Why did they not want to go to the Shetland Islands? Where did they finally decide to go? To Iceland. Why? What vow did Ingolf make? "I vow that I will find this Iceland and pass the winter there, and that if man can live upon it, I will go back there and set up my home." What vow did his foster brother make? "And I vow that I will follow my foster brother," cried Leif. (Explain foster brother in Viking language).

Many men vowed to follow. Before starting on this long journey what would they do? Prepare for the journey. Read *Viking Tales*, pages 106 and 107, and learn just what preparations they made. How was it decided how many men might go? By the number of oars in the boat. They had to depend upon their oars when they had no wind for their sails.

Read pages 107 and 108 to learn of some of their adventures on their voyage. Where did they stop first? The Shetland Islands. How were they received? How long did they stay?

At the end of the three days they left the Shetland Islands, and after sailing a long time encountered a terrible storm. Read pages 109 and find out what happened during the storm. In the morning the wind died down. Great waves still rolled, and for days the sea was rough, but they could put up the sails and journey on.

They came to an empty island, where they spent the night. One of the older men didn't want to leave it, saying, "Is this land not new enough and empty enough and far enough? I am tired of sea, sea, sea, and nothing else."

Ingolf said, "We started for Iceland, and I will not stop before I come there. I have a vow."

Then they again started, and soon the desolate sea stretched around them. Sometimes it was smooth, but often the ships were torn by the winds. Once they ran into a fog. These people had no compass in those days. What were their guides? Sun and stars. What might have happened to them in this fog? Become confused. They wandered around for three days in the wrong direction, and had to turn around and sail that weary way again. Read pages 113-18 in *Viking Tales*, which tells how they found Iceland, and their stay.

In the spring they all went back to Norway. Leif got his boat ready to visit Ireland. Why? To harry the coast. What was Ingolf to do while he was gone? Prepare for the journey and stay in Norway.

Leif returned in about two years' time laden with treasures. Read paragraph on page 118 in *Viking Tales*, and learn what the treasures were.

These people believed in many gods, like the Greeks. What do you suppose was the first thing Ingolf and Leif did before starting to Iceland? Offer a sacrifice to the gods. Read pages 119-120 in *Viking Tales*, and find what they sacrificed, and to whom they made the sacrifice.

Ingolf and Leif depended upon the holy pillars, as well as the sun and stars, to lead them to Iceland. Where did they get these pillars? From the temple. Read pages 121-122, and describe their starting.

What did they encounter on their first voyage? Storms. This time they encountered storms which drifted the pillars away from them, and separated Leif from Ingolf. Ingolf sent two of his thralls to search for the pillars and for Leif. They came back every week or two, and always had to say that they had no success until one year had passed, when they returned with sad news. They had found Leif's body. Read on pages 127-131 and learn how Leif met his death.

Ingolf now promised to care for Helga (Ingolf's wife). Some time after this the thralls returned with the news that the holy pillars had been

found. This meant that the temple could now be built. As soon as it was completed Ingolf built his feast hall. Read on page 134, Viking Tales, the description of this hall. Now that he had his temple and his feast hall, he wished that he might see ships sailing into the harbor bearing people to his home, from whom he might hear news, and with whom he could feast. Soon after this boats did come into the harbor. From what places did they come? The Shetland Islands, Ireland and the Orkneys. Read on page 139, second paragraph, and learn what news these visitors brought Ingolf. These people after a time returned home, but they came again and again, and soon trade sprang up between Iceland and these other countries. Read on page 139, third paragraph. This will tell you what they traded.

Soon after this Ingolf died, and the skald who sang sagas at his funeral called him 'The Father of Iceland,' because it was through Ingolf that Iceland was settled, and trade between Iceland and the other countries was established.

Many years after Ingolf's death all of the freemen in the west of Iceland met to decide what must be done with Eric the Red, who had killed some men. They decided to outlaw him. He had been banished already from Norway, and now must leave Iceland. What should you like to know about him? To what country Eric the Red went after leaving Iceland, and the kind of a life he led.

Let us make an outline for our books about Eric the Red.

IV. Iceland discovered (Ingolf).

1. Reasons for leaving Norway.
 - 1² Ingolf's dissatisfaction at union of Norway.
 - 2² Ingolf's decision to hunt new lands.
2. Trip from Norway to Iceland.
 - 1² Preparation.
 - 1³ Vows of Ingolf and Leif.
 - 2³ Sacrifice to gods.
 - 3³ Securing holy pillars for guides.
 - 2² Voyage.
 - 1³ Loss of holy pillars.
 - 2³ Separation of Leif and Ingolf by storm.
 - 3² The new home in Iceland.
 - 1³ Leif's death.
 - 2³ Thralls finding of the pillars.
 - 3³ Temple and feast hall built.
3. Trade established between Iceland and other countries.
 - 1² Many ships enter harbor.
 - 2² Brought wood, grain and flour.
 - 3² Carried away cloth, wool, fish, oil and feathers.

Lesson X.

PROBLEM VIII. To learn to what country Eric the Red went after leaving Iceland, and the kind of life he led.

Why was Eric the Red driven from Iceland? He was outlawed because of his many fights. Would he go alone? He would be sure to have some friends and followers.

Read Viking Tales, page 144, and learn what the men of Iceland said of him as he walked from the meeting. "Eric is a bloody man. I am glad he is out of Iceland." "His hands are as red as his beard," were some of the remarks made by his enemies.

His friends and followers made such remarks as these: "He walks like Thor the Fearless." "His story would make a fine song." "As strong and as brave and as red as Thor. Always in a quarrel. A man of many places. Outlawed from all of them on account of his quarrels. Where will he go now?"

While these people were discussing Eric he strode down the shore in a black temper with his men followers. Where did they go? To Eric's home. How does it tell you, on pages 146 and 148, that they spent their last night in Iceland? Feasting. Where did they decide to go? To the land Gunnibiorn had told about. While they were discussing this matter what message was brought to them? That Thorgest, with all of his men, were coming that night to capture him. Read pages 149 and 150, and learn how his friend Uyjolf helped him. Bade him come to his farm and hide from Thorgest. What would they do while in hiding? Make ready for the journey to the new land. They repaired the ship and filled it with stores. When all was ready they pushed off with Eric's family aboard and his followers. They also took horses and cattle and all kinds of tools and food. They expected to go to an empty land.

When we wish to start for a certain place what must we know? In what direction to go. All that Gunnibiorn had told of this strange land was that he sailed east when he came home to Iceland. Let us locate *Iceland* on the map or globe. If Gunnibiorn had sailed east to reach Iceland, where must he have come from? Greenland. How must Eric sail to reach this strange land? West. That is just what he decided to do, even though he did not know where the land was. Read on pages 151-154, and learn of the adventures that they had on the voyage. How did they finally reach land? They were drifted in to land by a swift under current. This was the way that Ingolf and Leif came to find Iceland. What kind of a land would you expect this new land in the far North to be? One covered with ice and snow. Read pages 155-159, and see if you are right about the kind of land; also what name Eric gave this land. "Greenland." Why? In fun or derision he felt people in Iceland, whom he wished to interest in this new land, would like that name, and wish to join him.

After Eric had been in Greenland about four years he said, "My eyes are hungry for the sight of men and green fields again." He then made ready for a voyage to Iceland. When he reached there what would he tell his friends? Stories about his new land. He told them such wonderful stories about Greenland that many of them made ready to go back with him, and the next summer thirty-five ships, laden with men and women, followed Eric for Greenland, but only fifteen reached there safely. Eric now was happy because of his new companions, but his son, Leif, who had grown into a big, strong man, began to wish for a sight of his motherland, Norway. He spoke of this to his father, who told him that it was right for him to go. What would Leif do? Get ready to go. What will we

take for our topic next time. To learn of Leif's adventures on his voyage to Norway.

V. Greenland discovered by Eric the Red.

1. Reasons for leaving Iceland.
 - 1² Outlawed because of his many quarrels.
 - 2² Decision to search for Gunnibiorn's land.
2. Voyage in search of new land.
 - 1² Sailed west.
 - 2² Encountered storms and icebergs.
 - 3² Drifted into new land by current.
3. New home in Greenland.
 - 1² Covered with ice and snow.
 - 2² Called Greenland to urge other people to come.
4. Eric's visit to Iceland.
 - 1² Told many stories of Greenland.
 - 2² Induced thirty-five ships to follow him to Greenland.
5. Eric's return to Greenland.
 - 1² Fifteen ships reached Greenland.
 - 2² Eric now satisfied with his new home.

Lesson XI.

PROBLEM IX. To learn of Leif's adventures on his trip to Norway.

Individual assignments given on previous day. Reported upon during recitation upon above problem.

1. How Eric helped Leif to prepare for his journey to Norway. Viking Tales, page 161.
2. Sketch map on which route is traced. Child who reports from this map will trace journey as he talks. Read Viking Tales, page 161.
3. How Leif was received in Norway by the king, Olaf, the great-grandson of Harald. Ref.: Viking Tales, pages 162-165.
4. Difficulties on return voyage, and result of these difficulties. Viking Tales, page 165.
5. Description of the new country, with reasons for name given to it. Compare length of day and night in Wineland with that of Norway. Viking Tales, pages 165-167.
6. Leif's return to Greenland with products from new country. Viking Tales, pages 169-170.
7. Greeting given Leif by his father, Eric. Viking Tales, page 171.

After the individual reports have been given the teacher should aid the pupils to organize the material into an outline similar to the following:

VI. Wineland discovered by Leif Ericsson.

1. Leif's visit to Norway.
 - 1² Aid in preparation for journey by Eric.
 - 2² Brief stops at Iceland, Faroes and the Shetland Islands.
 - 3² Arrival at Norway.
 - 1³ Desire to see King Olaf.
 - 2³ A guest at king's feast.
 - 3³ Invited to sit beside King Olaf on throne.
 - 4³ King's parting gift of love. (Two thralls).

2. Wineland discovered.

1² Start for home.1³ Driven out of course by storms after passing Iceland.2³ New land sighted.1⁴ Explored and named Wineland because of grapes found there.

3. Return to Greenland.

1² Lumber and grapes from Wineland brought to Greenland.2² Eric's joy at Leif's return.3³ Leif's wonderful tales of riches of Wineland.1⁴ Desire of many Greenlanders to visit Wineland.

Whenever these Norse people had learned of a new country what had they done? Gone there to settle. The Norse people did not settle in Wineland. Should you like to know what kept them from attempting it? Let us frame our problem for our next lesson. To learn who went to Wineland and why they did not remain there.

Lesson XII.

PROBLEM X. To learn who went to Wineland, and why they did not remain there.

Read the last paragraph on page 173 in Viking Tales, and find why neither Leif nor the Greenlanders went to Wineland. Leif grew so rich in his own country that he settled down and thought no more of Wineland. The Greenlanders had no ships, so could not leave their own country unless Leif should take them.

Whom does your book tell you, on page 174, came to Greenland a couple of years after this? Two traders, Thorfinn and Biarni. Read on and find how Eric received them. Made them welcome. Invited them to remain with him all winter. How was this kind treatment returned? The traders gave Eric a great sword with a gold-studded scabbard, and many other gifts. These men remained with Eric all winter. By the time Yuletide came Eric's supply of food was exhausted, and he grew very sad. Thorfinn noticed this, and upon discovering the cause went to his boats and brought out much grain and food. In consequence they had a merry Yuletide.

Read last two paragraphs on page 178, and learn what Thorfinn decided to do the next spring. To try to go to Wineland. With whom did he talk about this wonderful place? Eric and Leif Ericsson. Eric told him that he had tried to go there once, but had met such severe storms that he turned back. Leif told him in which direction he had sailed when he returned from this wonderful land. He also told him how the shores looked that he had passed. Thorfinn decided that he would attempt to find the way; then he talked with his men and with Biarni. Read last paragraph on page 179, Viking Tales, to learn if they wished to go. In the spring they started off with two ship loads of their men and one ship load of Eric's men. Read on page 180 to see who selected the spot to land. Gundrid, Thorfinn's wife. In what did they live? Their ships, which were pulled

up on shore. Read page 181-183, and list the reasons why you think they have really reached Wineland. When they finally decided to stay, what would they do? Build homes. Read in your book the description of one of these homes. Read on and find who was known as the "Wineland King."

These people lived here happily and at peace for a long time, but finally decided they must leave this beautiful land. Read the remainder of the chapter, and find what made them arrive at this decision. How did these Indians treat them the first time they visited them? Kindly, and traded furs with them for red cloth. What made them enemies of the Norse people? The bull of Thorfinn's, which came bellowing into their midst. In what mood did they return? Very angry, uttering their war cries and shooting arrows. During the fierce battle which followed many of the Norsemen were wounded. Fearing the Indians, whom they called "Skraelings," would return at any time, they decided to go back to Greenland. When they reached home Eric was glad to see them, and was delighted with their stores. What had they brought? Lumber, grapes, wine and furs.

The next summer Thorfinn took Gundrid and Snorri (his baby) and all of his people and sailed back to Iceland, where he lived for the remainder of his days. People were very proud of him. "That is the man who went to Wineland and fought with wild men. Snorri is his son. He is the first and last Winelander, for no one will ever go there again. It will be an empty and forgotten land."

So it was for a long time. Some wise men have written stories of those voyages, and of that empty land spoken of. It seemed like a fairy tale, but long afterward, when men began to read the stories and study this land and that land, they learned that Wineland was in our own America, on the eastern shore of the United States, and they have called Snorri the first American, and have put up statues of Leif Ericsson, the first comer to America.

4. Temporary settlement at Wineland.

1² Thorfinn and Biarni's visit to Greenland.

2² Desire to visit Wineland.

1³ Trip to Wineland with Eric's men.

3³ Homes built. Lumber cut and wine made.

4² Coming of Indians or "Skraelings."

1³ First visit friendly. Furs traded for red cloth. Frightened off by bull.

2³ Second visit as enemies. Terrible fight.

5² Determination to return to Greenland.

1³ Afraid of return of Indians.

2³ Greeting by Eric upon their return.

5. Discovery that Wineland was America.

1² Stories told and written.

2² Places studied.

1³ Conclusion that Wineland was situated on eastern shore of United States.

3² Statues erected of Leif Ericsson, the first comer to America.

References: Viking Tales—Jennie Hall. Stories of Norsemen—Jean E. Hansom. F. A. Owen Publishing Company, Dansville, N. Y. America's Story for America's Children—Pratt. D. C. H. Co., New York

Search For Eastern Trade Route

MARCO POLO

TEACHER'S AIM: To teach how the East became better known and the influence this knowledge had upon the world.

INTRODUCTION: What made the Vikings leave Norway? To seek new homes and for love of adventure. What effect did their going have upon Norway? Gained new kingdoms and established trade. What kingdoms did they gain? Iceland, Greenland and Wineland. Locate on map. What did they trade? Grain, lumber and cloth-furs, oil, fish, feathers. But still very little of the world was known to men.

PROBLEM I: Why so little of the world was known to the people of long ago.

PROCEDURE.

When our ships start for England how does the captain know in which way to go? Compass tells him. These men had no compass. What was their only guide? Sun and stars. So they were afraid to venture far from shore out on the "Sea of Darkness." When the mariner's compass was invented, what were men led to do? Venture out upon Sea of Darkness. Make charts and maps of what they saw.

Should you like to know about the invention of the compass?

The mariner's compass was first known to the Chinese. They used it on their junks as early as the eleventh century. The Arabs learned the use of it from the Chinese, then the sailors of Barcelona, in Spain, brought its use to Europe. The first compass was only a needle that had been touched by a magnet and floated on a straw in a basin of water. This was of very little use. Then a man named Flavio thought of a way of balancing it on a pivot on a card. Do you know of any great man who found new land? Columbus. Should you like to know of another great man who lived long before Columbus and who had no compass, yet gave as much knowledge of a part of the world not known.

Lesson II.

PROBLEM II: Who helped to make more of the world known before Columbus? What part did he make known?

PROCEDURE.

This great man who made known more of the world and who helped geography lived in the thirteenth century. His name was Marco Polo. What is the first thing we should learn about him? His early boyhood. Let us look at this map and find a country called Italy, and in this country the city of Venice. Who knows anything about Venice. How are the streets there? How are they different from ours? Streets are waterways. (Use pictures).

This is a beautiful city now, but about seven centuries ago it was even more beautiful, and it was also a great business center. Not far from the

center of this great city stood a large mansion, the home of Marco Polo's uncle, with whom Marco lived. Marco's father was a rich merchant, and merchants in those days were often noblemen of the city. Marco's uncles were also prosperous merchants. They had trading factories in Venice, and also in Constantinople on Black Sea. Use map.

Marco's father had gone on a trip to one of these factories when Marco was born, and in fact stayed away until Marco was about 15 years old. Marco lived with his uncle. What do you suppose he did? Ran in and out of the factories, smelling sweet spices, hiding behind bags of cotton and soft wool, talking with traders. What kind of a teacher would this rich merchant's son have? Private teacher. What would he learn? Geography, history, mathematics. What would Marco wish? That he might go with some of these traders. At last when he was about 17 years old his father came home. What should you like to know? What Marco Polo's father told him.

OUTLINE—MARCO POLO

1. Early Life.

1. Born in uncle's home while father was away.
2. Lived in Venice in Italy.
3. Venice streets of water.
4. Beautiful city, rich merchants.

2. Boyhood.

1. Education.

1. Private teacher; learned geography, history and arithmetic.

2. Pleasures.

1. Played in spice factory.

1. Smelled spices.
2. Hid in bags. Ate Indian Salt.
3. Looked at carpets and jewels.
4. Wished he could go to the city where these came from.

ASSIGNMENT: Write one paragraph about city of Venice. What were some of the great products of the East? Imagine you are Marco; tell about the spice factory.

Collect pictures of Venice, China.

Lesson III.

PROBLEM: What Marco Polo's father told him of his trip in the East.

PROCEDURE.

Why were the people so much interested in Nicolo Polo's account of his trip. Had never heard anything like it before, and had no books to read it from. Why had the Polos gone East? To visit the trading stations on the Black Sea.

After they visited the trading stations and were ready to return to Constantinople, they found the roads cut off because the country was at war with the fierce Tartar people. These Tartars were very hostile to the Christians, and persecuted them at every opportunity. Several times people of the East had gathered armies and marched against them, but were never able to conquer them. These expeditions were called Crusades. Even if they did not stop the persecutions they made the world better

known, because these people went over land that had never been traveled before.

Since they could not go back to Constantinople, what did they decide to do? To push on. They traveled great distances, and everywhere heard of the wonderful ruler of China or Cathay, as it was called. (Map). He was called Kublai Khan, or the Grand Khan. Everywhere the Asiatics spoke of him as the Lord of Lords, ruler of so many cities, so many gardens, so many fish pools. The brothers made for his kingdom. Do you think the Polos could have traveled this long distance in a short time? No. Why? Robbers, deserts to cross, mountains, war, pirates, poor ships, no compass.

It took about three years to reach Cathay. The Khan received them kindly. What questions would he be apt to ask? About life in Europe, about the emperors, about the dangers they encountered. But most of all he was interested in the church of Rome, and he sent the Polos back to Europe to take this message to the Pope. He asked the Pope to send one hundred missionaries to convert his people to Christian faith, and also asked for some holy oil from Christ's sepulchre. How are the Polos going to get back to Cathay with the country at war? The Khan would protect them. How would he do this? Send escorts, messengers, etc.

A king's messengers would be called ambassadors, and they would be given everything needful. The Khan gave them a tablet of gold on which was inscribed that the ambassadors should have everything needful in all countries through which they passed.

When they had made all preparations they took their leave of the Khan and started for Venice. It took them three years to travel overland from Cathay to Acre, where they took the boat for Venice, which they had not seen for fifteen years. How long do you think they intended to stay at home? Just long enough to settle up their business affairs and prepare for the trip. If you were Marco and heard they were going to return to Cathay, what would you like to do? Go with them. That is just what they decided to do. What then should be our problem?

PROBLEM: To learn something of Marco's adventures on his trip to Cathay.

Let us make our outline.

3. Story told by Marco's father.
 1. Return cut off by war with Tartars.
 2. Trip to Khan's country.
 3. Reception by Khan.
 4. Commission given by Khan.
 5. Protection given on return journey.

ASSIGNMENT: Write one paragraph about the riches of the Khan's kingdom. Write one paragraph about the commission given by the Khan. Write a dialogue between Marco and his father in which Marco asks if he may go with him.

Lesson IV.

PROBLEM: To learn something of Marco's adventures on his trip to the East.

PROCEDURE.

What were some of the things the Polos had to do before starting on their journey? Settle up their business and prepare for the journey. They had to go to the Pope for the missionaries. How many were they to get? They were to get 100 missionaries. They only secured three. These three turned back before they had gone very far. Of what were they afraid? On land: Robbers, deserts and mountains to cross; war. On the sea: Pirates, poor ships, no compass, theory of shape of earth.

The Pope gave the Polos some letters to the Khan, so they went on with these. Some of the things Marco saw on his journey were making muslins in Monsul, and natives gathering diamonds in the mountains. In winter they gathered the diamonds that the swollen rivers brought down to their mouths. In summer they threw huge pieces of raw meat down into the chasm. The eagles bore these pieces of meat to their nests. The natives watched their chances to go to the eagles' nests and get the diamonds that had clung to the meat. He also saw people manufacturing velvets and damasks in Bagdad. Marco was also interested in the Persian horse. It was such a noble animal. He saw the Persian women making rugs, coverlets and curtains of velvet.

On they journeyed over sandy deserts eight days long, and over horrible salt deserts, where they nearly perished of thirst.

They climbed the Himalaya mountains. Here Marco became ill, and they had to stop. When he was better they pushed on until they reached the Khan's country. They still had many weeks of travel. The Khan's country was well managed, and his post runners soon delivered the message that the Venetians were coming. These post runners lived near the post stations where the Venetians were entertained.

These post stations were 25 miles apart, and the runners from one station took the news to the next station. The runners here took it on to the next. As the Polos neared the palace the Khan came out to meet them. On what do you think he was riding? On an elephant. How did they greet the Khan? Prostrated themselves on the ground.

Then the king bade them stand, and showed great pleasure at their coming. They gave him the letters from the Pope, with which he was very much pleased. After this they produced the oil from the sepulchre, and at that the Khan was delighted. When he looked at the company whom do you think he would be apt to notice? Marco Polo.

They were all entertained at the Khan's palace. It did not take Marco long to learn the customs of the court. Very soon he was speaking and writing the Tartar language as well as he could speak and write Italian. The Khan became very fond of him and took him into his service. What should be our problem next time?

PROBLEM: What were some of his duties while in the Khan's service? Let us make our outline.

4. Marco's trip to Cathay.

1 Preparation for the trip.

1 Securing 3 priests, letters and oil.

2. Trip to Khan's land.

1. By water to Acre.
2. By land to Cathay.
3. What seen by Marco.
 1. Making soft muslins at Mosel.
 2. Natives gathering diamonds.
 3. Making rugs, curtains in Persia.
3. Trip from Khan's land to palace.
 1. News of their coming carried by post runners.
 2. Stations where they rested.
 3. Met by Khan on elephant.
4. Arrival at palace.
 1. Customs learned quickly by Marco.
 2. Khan's fondness for Marco.

ASSIGNMENT: Write the dialogue between the priests and the Polos before their return to Venice. Dramatize "Post Runners," "Meeting of the Khan and the Polos."

Lesson V.

PROBLEM: What were some of Marco's duties while in the Khan's service?

PROCEDURE.

If Marco was to be an ambassador of the Khan, what would be some of his duties? To go on errands. The Emperor became fond of him, and sent him out to many parts of his kingdom. Marco had once heard him say that some of his ambassadors were "no better than fools" because they brought such little news back from their trips. "I had rather be told the strange things and manners of the different countries you have seen than merely about the business you went upon." What do you think Marco would do? Tell the Khan of all the strange things he saw.

How did the Khan feel about this? Very much pleased with Marco. Yes, he said that if Marco lived he would certainly be a man of great wealth and ability. The Khan sent him on many errands to various parts of the East. He visited many parts of China, seeing all their strange customs; then went to Japan, where grew pepper, nutmeg, cloves and other spices; then Sumatra, where he saw wild people, a wild elephant hunt, the rhinoceros, monkeys, and even cannibals. He visited Ceylon, where the people lived very much like wild beasts, raised nothing but rice, but possessed many beautiful gems, principally rubies, sapphires, topazes and amethysts. From here he went to India, where he saw a great pearl fishery and divers going down to the bottom for pearls. He even went into Africa. Locate these places on map. Trace Polo's journey. What kind of people did he see there? Black people or negroes. Some of these were very wild. He saw many wild animals, too. What animals did he see? Giraffes, lions, apes, leopards and ostriches.

When he returned from this great trip how do you think the Khan would treat him? Like a hero. Yes, the people called him Messer Marco Polo, and he was made governor of one of the Khan's provinces. This was a very great honor indeed. The Polos had been away from home now for seventeen years. Marco's father and uncle were getting old.

What would they wish to do? Return to Venice. Marco also thought he would like to return to Venice. Why? To tell of his travels.

Why would the Khan be unwilling for them to go? He wished Marco to remain in his service as ambassador. He enjoyed the reports of Marco's travels.

Just about this time the Khan of Persia sent his messengers to Kublai Khan asking for the hand of a young princess in marriage. The maiden was young and beautiful, and the Khan feared to send her by the overland route. Why? The constant wars among the Tartars, the unsafe roads, the difficulty of travel. What was the only way to go to Persia? By sea. What kind of men would they need? Good, trustworthy sailors.

The three Polos were very skilled in navigation, and were the only trustworthy sailors the Khan could command. He fitted out a splendid squadron of ships, and dispatched the three Venetians and the Persians. What will be our problem next time?

PROBLEM: To learn if the Venetians and the princess reached Persia safely.

5. Marco in the Khan's service.

1. Sent to many parts of the kingdom.
2. Brought back good reports of strange customs.
3. Khan very much pleased.
4. Travels in other countries.
 1. China—saw many strange customs.
 2. Japan—saw pepper, nutmegs, cloves and spices growing.
 3. Sumatra—Saw wild people, a wild elephant hunt, monkeys,
 4. Ceylon—people lived very much like wild beasts, raised nothing but rice, but possessed many gems.
 5. India—saw great pearl fishery and divers.
 6. Africa—saw wild animals and wild black people.
5. Return to Cathay.
 1. Treated like a hero.
 2. Made governor of province.

ASSIGNMENTS: What I would have enjoyed most with Marco Polo. Write one paragraph telling why the Khan selected the Polos to escort the Persians.

Lesson VI.

PROBLEM: To learn if the Venetians and the princess reached Persia safely.

PROCEDURE.

What was it the Polos desired to do? Return to Venice. What great commission was given them? To escort the princess and the messengers to Persia. How were they to go? By water. Why not by land? The constant wars among the Tartars and the difficulty in traveling over unsafe roads.

The Polos started out with the Persians. They sailed for two long years, stopping at Sumatra and India, or wherever the port was safe. Of what were they afraid? Of robbers. They passed the Malabar coast, that rich land of pepper and spices. Trace voyage. They lost 600 men, but

the rest finally arrived safely in Persia. They had brought with them the Khan's golden tablet. Of what use was it? They could demand supplies all along the way. When they reached Persia the Persian King gave them another golden tablet for safe conduct through his kingdom. Indeed he sent them forth with troops of horses and clever guides, or they never could have found their way across the rough country. How do you think the princess felt when it was time to bid them good-bye? Very sad indeed. She wept as they left her. On their way home they heard that Kublai Khan had died. They had left Cathay just in time. When they arrived in Venice no one knew them. Why? Marco was no longer a young man, having been away about 25 years. Nicolo and Maffeo were old men. They looked like the Tartars.

They found their home in the possession of their cousins, who called them imposters. They did not know what to do. Finally they arranged a great feast, to which they invited many friends. When the time arrived for sitting down to the table, they came forward dressed in long crimson satin robes. When water for the hands had been served, they took off their robes and put on others of crimson satin, while the first suits were cut up and divided among the servants.

Then after partaking of some of the dishes, they went out again and come in dressed in robes of crimson velvet, and the second suits were cut up and distributed among the servants. When the dinner was over the robes of velvet were also divided among the servants, while they put on dresses of the ordinary fashion worn by the rest of the company. When the cloth had been removed, the servants were ordered from the hall, and Marco brought out the three shabby dresses they wore when they first arrived.

They took sharp knives and ripped open the seam. Out of these they took many precious stones, rubies, sapphires, carbuncles, diamonds and emeralds. Why had they sewed them in the seams? Afraid of robbers on the journey home. How did this display of wealth influence the relations? They knew that these men were the Polos. What do you think Marco liked to tell? About the wonderful sights he had seen.

Marco hoped to live a quiet life in Venice, where he could entertain his friends talking about his wonderful travels and his visit to the Khan's home, but war was going on between Venice and Genoa. Marco was called upon to fight for his country. He was given command of one of the war-galleys of the Venetian navy. What will be our problem for next time.

PROBLEM: To learn of Marco's adventures in the war between Genoa and Venice.

5. Heard of Khan's death.

6. Voyage to Persia.

1. Acted as escort to Persians.
2. Went by sea to Persia.
3. Two years to make the trip.
4. Guides and horses given by King of Persia.

7. In Venice.

1. Found home in possession of cousins.
2. Not recognized by cousins.
3. Distribution of gowns among servants.
4. Great wealth of gems shown.
5. Accepted by friends.
6. Desire to live quiet life.
7. Appointed commander of war-galley during war with Genoa.

ASSIGNMENTS: Why do you suppose it took the Polos so long to reach Persia? What news did they hear on their journey? Why did they feel that it was a good thing that they had left Cathay? Write one paragraph telling of their reception in Venice.

Lesson VII.

PROBLEM: To learn of Marco's adventures in the war between Genoa and Venice.

PROCEDURE.

1. Why was Marco given command of one of the war-galleys? He was skilled in navigation. In a battle off Genoa with Venetians, which lasted all day, they were beaten, Marco Polo, with 7000 others, was taken prisoner and put in chains. Sixty-six of the Venetian war-galleys were burned and 18 taken to Genoa. The prisoners were taken to Genoa, and Marco was thrown into prison. He had a companion in prison, a gentleman from Pisa. To pass away the time Marco told this companion of the marvelous tales of his Eastern journey. The man was charmed, and being a scholar he offered to write them down, so Marco dictated them.

When the year was up Marco had given us a book of valuable information concerning his travels. Let us name the places through which he traveled. New places, some parts of China, Japan, Sumatra, Ceylon, India and Africa. Why hadn't more people visited the East? Danger and expense of such long trips; lack of knowledge of earth. If they wished to open up a better trade, what would they first try to find? A new and safer route.

8. Taken prisoner.

1. Battle off Genoa. 2. Marco with 7000 Venetian prisoners. 3. Thrown into prison at Genoa.

9. Book of travels written.

1. Companion in prison wrote while Marco talked. 2. Valuable information of world given.

10. Results of Polo's travels.

1. Book of valuable information. 2. Aided geography—new places, maps. 3. Promoted trade with East.

ASSIGNMENTS: Why do you think Genoa and Venice were at war? Why was Marco given command of one of the war-galleys. Some people claim that his imprisonment was a good thing. Why? Give the results of Marco's travels.

PRINCE HENRY.

BY MAUDE BEACH SMITH.

METHOD OF ATTACK.—The children have studied the story of Marco Polo and the known world of the fourteenth century.

Using this information as the basis, I have developed this plan of the study of Prince Henry, the Navigator, in story form, asking thought-provoking questions at points where the children have sufficient data for reasoning.

TEXT: Builders of our Nation. Alma Holman Burton.

TEACHER'S AIM—To teach the search for an ocean route to the Indies, and the influence this knowledge had upon the world.

PREPARATION—Who was called the First Geographer of Asia?

What did he do for the world?

What routes did he show to the land of these riches?

What other way did they travel, except by land?

Prince Henry, the Navigator, was the first man to try to find a water route to India. Would you like to hear of this man?

PUPIL'S AIM—To learn something of Prince Henry, the Navigator, and how he helped to find a water route to the Indies.

To travel on the ocean what instrument would sailors need to guide by? Soon after Marco Polo returned from Asia the sailors of Southern Europe began to use this instrument. They sailed into each little corner of the Mediterranean Sea. (Use wall map.) But for one hundred years no ships ventured far on the Atlantic Ocean.

Prince Henry's father was John the First, king of Portugal. His mother was beautiful Queen Philippa, granddaughter of Edward the Third of England, and his uncle was the "Black Prince," a famous knight about whom poets loved to sing. (Use wall map.) Here we can see Prince Henry's native land of Portugal. What can you tell me about its western coast?

Tall, straight timber grew here which might be used for what purpose?

With a long seacoast and timber for shipbuilding, what might we expect the occupation of the people to be? Sailors. Yes, they were. But whale oil and dried fish were all that the Portuguese sailors brought into their ports.

As Prince Henry's father was a king, what would we call the people who gathered around him? A court. Prince Henry spent much time at his father's court, where people from all parts of Europe and Asia came to visit. What do you think the people who came from the East told of? Yes, they did tell of the splendor of the East. Do you think the King of Portugal tried to get some of this trade? Yes; they tried many times, but the Italians always chased them out of the Mediterranean.

Now, when Prince Henry was twenty-one he sailed away with his father to the northern part of Africa. (Map.) Here some fierce Arabs lived. They had conquered Northern Africa, and then had come over to Europe and conquered Spain, and were now trying to capture the country west of Spain—Portugal. (Map).

When the King of Portugal arrived in the country of the Moors they seized a rich port. After many weeks the gates were torn down, and Prince Henry was one of the first to enter the city. The streets were flowing with honey and oil from jars that had been broken during the siege. Yes; bales of silk, caskets of jewels and boxes of spices and perfume. These were all piled under the broken roofs of the houses.

Prince Henry had heard of but had never seen these riches of the East. How do you think he felt? What do you think he wished for his country? He knew the country of Southern Europe would not allow him to use their trade routes. What idea do you think would come to him? "I wonder if there is not some other route to India?"

Prince Henry proved himself to be very brave during this war with the Moors. What honor did a king often bestow upon a man when he was very brave? Well, when King John heard how brave his son had proved himself to be he made him a knight.

Now, knights always choose a motto. Prince Henry choose for his motto: "The desire to do a thing well." (Write on the board).

With this motto in mind, I want you to take this question for your next lesson:

"What thing did Prince Henry want to do more than all others?" Let us make a few points to help us to remember the part of our story we have heard:

- I. The mariner's compass—its effect?
 - a. Allowed sailors to go out of sight of land.
- II. Prince Henry's life at Court.
- III. The war with the Moors.
 - a. Prince Henry saw the riches of the East.
 - b. He wished Portugal might trade with the East.
- IV. Prince Henry made a knight.
 - a. His motto: "The desire to do a thing well."

ASSIGNMENT—Copy Board Sketch.

Lesson II.

What man helped to make the history we are studying about? Prince Henry, the Navigator.

What are we trying to find out? (Aim.) What was our assignment for today's lesson? "What thing did Prince Henry desire above all others?" With this one idea in mind trying to find a water route to the East, who would he call together to talk it over? Sailors, merchants, geographers and map-makers.

Well, as soon as he arrived home he called the chief merchants together. He told these men to push on to the East through the great sea. (Wall map.) But the men shook their heads. Then they told stories of how their cargoes had been plundered and their ships destroyed. Is there no other way?" asked the Prince. "A way to India by water would be cheaper than a caravan route." He looked at the map. (Use wall map.) What ways might he suggest? "To the north around England?" "The ice blocks the way," the men replied. "To the south around Africa?" "No ships sail beyond Cape Non, my lord," they replied.

"And why not beyond?" "The ocean boils!" cried one merchant. "Hot water monsters puff steam from their noses and swallow a ship at a gulp," cried another. "Aye! Aye! your highness," cried a third, "and Africa has no end!"

What could Prince Henry say? He did not know what to say! But he decided then and there to find out all he could about the vast, mysterious ocean which stretched to the west and south of them.

There is one little point of Portugal which stretches out to the southwest. (Map.) This point is called Point St. Vincent. Here on a rocky headland he built a tower. He wanted to start a school. He needed teachers. What kind of people would he send for? Map-makers, ship-builders and people who had studied navigation. He spent his time in hard work. What book might he have gotten to tell him more of the East? Marco Polo's book. One happy day a copy of Marco Polo's book was brought to him by his brother, Pedro, the Traveler. Here he read all about China, India and the Spice Islands, and was more determined than ever to find a way to the East.

In one old book he found that someone said Africa was an island. If so, What was all around it? What hope did this give Prince Henry?

So Prince Henry drew maps and sent out ships. Some of them sailed west. Look on your map and tell me what islands they discovered. Madeira and Azores. They liked to sail close to the shore. One sailor sailed a little beyond Cape Non. Why do you think they wished to go no farther?

ASSIGNMENT—Think of three ways which Prince Henry might use to get them to go on. What topics shall we add to our outline?

V. Prince Henry talks with the sailors.

VI. Old ideas about Africa.

VII. The School of Navigation at Point St. Vincent.

a. Marco Polo's book.

VIII. The Madeiras and Azores discovered.

IX. Cape Non reached.

ASSIGNMENT.

Draw a picture of the tower built at Point St. Vincent. Write about Prince Henry's school.

Lesson III.

Where did we leave Prince Henry and his sailors in our last lesson?

AIM—Today we are to find how Prince Henry finally made his men go on, and how far they succeeded in getting on the water route to India.

How were the men persuaded to go beyond Cape Non? Praised, threatened and rewarded. He did all of these things, and the men crept on. Finally they reached a cape about half way down this western coast of Africa. (Map, Bojador.) Here they went ashore. What kind of people would you expect them to find? People as black as night; with thick lips and hair like wool. Here, too, they found ivory, gold dust and nuts. What would you expect them to do with these things? Carry a cargo home. When this ship returned to Point St. Vincent loaded with cargoes like those sold in the Mediterranean, the people of Portugal were delighted.

How do you think the sailors now felt about going on? Eager. They *did* push eagerly on. A boat soon passed this point (map) called Cape Verde. Here the coast turns. As they were still following the coast, what direction would they now sail? They went farther and farther, always traveling to the east, instead of south. What old belief about Africa did the sailors think was true? That it was an island. Such joy as those sailors felt! Now they seemed sure of reaching India around Africa, which must be an island, because they were almost around three sides.

It was here, while the sailors were eagerly sailing east, sure that they were well on the way to an ocean route to the Indies, that Prince Henry, the Navigator, died.

This great navigator had overcome the superstition of the men of his time, and had tried to give his country the trade which others enjoyed.

What was his life motto? His best qualities? Capacity for taking trouble and desire to do well. Had he fulfilled his motto? What did he do for the world? He had started explorers out to find an ocean route to the Indies. What titles could we give him?

The Navigator. The Knight Who Kept His Vow. The First Ocean Explorer of Asia.

What final points may we make to our outline of the work of this navigator and knight?

X. Rich cargoes brought from Africa.

XI. Cape Verde reached.

a. Coast turned eastward.

XII. Prince Henry's death.

XIII. His Value to the world.

ASSIGNMENT—Pretend that you are a pilot on the ship that brought back the first cargo from Africa, and tell of your trip—its dangers, adventures, results. On the base map copy in the full addition to the world which Prince Henry had contributed through his explorations.

ADDITIONAL REFERENCES.

Prince Henry, the Navigator. By C. R. Beazly. Essays in Historical Criticism. By E. G. Bourne. The Sea Fathers. By C. R. Markham. The Discoverers of Prince Henry and Their Results. By H. R. Major.

Lesson IV.

AIM—Today let us contribute our ideas, and we will write a short story of Prince Henry, the Navigator, who helped to find an ocean route to India.

PRINCE HENRY, THE NAVIGATOR.

Prince Henry was the son of King John of Portugal. When he was twenty-one he went to Africa with his father to fight against some fierce Arabs there, called Moors. Here he saw some of the riches of the East. He longed for Portugal to trade in such riches. For bravery during the war with the Moors his father made him a knight. He chose for his motto, "The desire to do a thing well."

His one desire was to secure the Eastern trade for Portugal. He talked with sailors and map-makers. These men were afraid to try to sail around Africa. He did not know much about the ocean, so he established a marine school at Point St. Vincent. Here he studied. In time he read

Marco Polo's book, and became more anxious than ever to reach the East.

He sent out many ships. First they discovered islands off the coast of Africa. Soon they reached a point where they found a rich cargo of negroes, ivory, gold dust and nuts to bring home. This made the people of Portugal quite happy. The sailors crept on until they reached Cape Verde. Here the coast turned to the east, and the sailors felt sure Africa was an island. Before they found out how large Africa really is, Prince Henry died. He had kept his motto, and had started the search for an ocean route to the Indies.

VASCO DA GAMA.

BY MAUDE BEACH SMITH.

Lesson I.

METHOD OF ATTACK—The pupils have just completed the story of Prince Henry, the Navigator. Using this story as the main theme, I have told the story of Vasco Da Gama, not as an individual explorer, but as one who carried out plans already well started by his predecessor. The effect made upon the world by this voyage may be developed at greater length, determined by the ability of the class. Text.

REFERENCES.

The Three Voyages of Vasco Da Gama. By Gostoi Coirea.

The Voyages and Adventures of Vasco Da Gama. By S. M. Towle.

Vasco Da Gama and His Successors. By K. S. Jayne.

AIM.—To teach the incidents which show the great race for the Indies between the Spanish and Portuguese, and the first great accomplishments in discovery made by Vasco Da Gama.

What lasting monument of his life work did Prince Henry leave? Do you think his explorations stopped with his death? (Map.) What disappointment was in store for them? What old belief concerning Africa might they recall?

Slowly creeping down the coast it was a Portuguese named Diaz who finally rounded the southernmost point of Africa. (Map.) Here he encountered such terrible storms that he returned to Portugal. When he made his report to the king he called the point around which he had sailed the Cape of Storms. The King of Portugal corrected him, saying: "No, say the Cape of Good Hope." Why? Because now he had good hope of reaching India.

For ten years following Diaz's voyage no further explorations were made from Point St. Vincent. What had happened to the desire of Prince Henry? (Still not carried out.) It remained for a gentleman of the court by the name of Vasco Da Gama finally to carry out the "great desire" of Prince Henry, the Navigator. Would you like to hear of his voyage?

PUPIL'S AIM—To find how Prince Henry's desire of an ocean route to India was finally realized by Vasco Da Gama.

What recent voyage had they to build up their hopes? Diaz's rounding the Cape of Good Hope. Ten years after this voyage news came to the court of Portugal that Christopher Columbus was trying to reach India by sailing in what direction? (Map.) West. How do you think this news

affected the King of Portugal? He determined once more to take up the old method started by Prince Henry. What was that?

To do this he chose a gentleman of his court named Vasco Da Gama to attempt the eastern route to India. What equipment would Da Gama need? He took three vessels: San Gabriel, San Rafael and Birris, and about sixty men. Do you think this was a dangerous voyage? What did he expect to meet when he rounded the Cape of Good Hope? Storms. How had the Portuguese sailors always sailed? Do you think he would do that now? No. He steered straight for the Cape Verde Islands. (Map.) Then what direction did he steer? He reached a little bay north of the Cape of Good Hope. Here, as he began to round the cape, he met with the same trouble which Diaz had. What was that? Storms and heavy winds. Finally, after fighting these winds, he succeeded in rounding the cape and started up the eastern coast of Africa. Did he hug the coast now? (Map.) Why? Because he was on new and unfamiliar waters. Did he know what direction India was from there? How might he find out? Keep sailing until he happened to find it or go ashore and ask the natives. He did the latter; he went ashore and asked the natives.

What kind of people do you think he found on this eastern coast of Africa? Negroes, yes. Moors, they were called. Where have you heard of Moors before? Do you think these Moors liked Christians? No. What might they try to do to Da Gama and his men? This made it very difficult for Vasco Da Gama. He stopped at many places, meeting the same hostility everywhere. Many of these Moors were sailors, and Vasco Da Gama saw products of the East in their ports. He wished one of these men to come on board and steer his boat to Calicut. What do we call the man who steers a boat? A pilot. After trying unsuccessfully many places to secure a pilot, what do you think Vasco Da Gama did? Kept on sailing around the coast. So he did, and we will hear in our next lesson how he finally gained success by his perseverance.

What have you learned of Vasco Da Gama in our lesson of today?

SUMMARY.

- I. Vasco Da Gama chosen to continue Prince Henry's work.
 1. Three vessels—San Gabriel, San Rafael, Birris.
 2. About 60 men.
- II. His bravery.
 1. Steered for the open ocean.
- III. His difficulties.
 1. The heavy winds at Cape of Good Hope.
 2. The Moors refused help.
 3. Need of a pilot.

ASSIGNMENT—Copy board sketch of Vasco Da Gama's voyage. Show his progress by dotted lines. Draw a sailboat like the one you think Vasco Da Gama used.

Lesson II.

Tell me where we left Vasco Da Gama in our lesson of yesterday? On the eastern coast of Africa. For what was he seeking? Was he successful?

AIM—Today we are to find out how Vasco Da Gama finally reached India.

He landed four times along the coast trying to obtain a pilot. He had been away from home almost a year. What else do you think he might be in need of? (Provisions.) He and his men had scarcely enough left to keep them alive. Finally he arrived at Melinda. (Map.) Here he got both—a pilot and provisions.

His pilot was an Indian, who was quite familiar with the voyage to Calicut. (Use map.) How long do you think it took them to go from Melinda to Calicut? It really took them twenty-three days. In May, 1498, Vasco Da Gama arrived in Calicut. This result was the completion of whose work? Prince Henry, the Navigator. Do you think the Eastern traders, who were getting rich by using land routes, were glad to see these Portuguese sailors? No, they treated them as pirates, for they saw that they were dangerous rivals. Why had Vasco Da Gama made this voyage? To trade with the East. What, then, must he do? Win over the Eastern traders. He did talk plainly to them, and finally persuaded them that it would be well for them to trade with Portugal. Then, having "accomplished his desire," he set out for home.

He arrived in Lisbon in 1499, having spent no less than two years on the voyage. Can you imagine how he was received?

By this time Columbus had made several voyages, and it was known that he had *not* reached India. Therefore, in the great race for an ocean route to India, what country won? Portugal. How do you think the King of Portugal received Vasco Da Gama? With great favor. What might he do to show his appreciation of his work? He appointed him Admiral of the Indies. What was the effect of this voyage?

1. The growth of Portugal.
2. The decrease of the trade of the Mediterranean cities.
3. The downfall of Venice. ("When the news reached Venice the whole city felt it greatly, and remained stupified, and the wisest held it as the worst news that had ever arrived.")

What points, gained in today's lesson, may we add to our outline?

- IV. A pilot secured at Melinda.
 1. Reached Calicut in 23 days.
- V. Arrival in Calicut, May, 1498.
 1. Treated as pirates. 2. Business arrangements made.
- VI. Sailed for home.
- VII. Arrived in Lisbon 1499.
 1. Reception.
 - a. By people. b. By the king.
- VIII. The effect of the voyage.
 1. Upon Portugal. 2. Upon Southern Europe. 3. Upon Venice. 4. Upon the world.

ASSIGNMENT—What knowledge did Vasco Da Gama's voyage give to the world? On base map show, by dotted line, Vasco Da Gama's voyage.

Search For Western Trade Route

CHRISTOPHER COLUMBUS.

BY MARGARET F. COE

TEACHER'S AIM—To teach that the voyages of Columbus were the result of his own thinking and daring, combined with the knowledge of the world possessed at that time; also to show the results of these voyages.

Preparation.

For what had the people of Europe been searching during so many years? In what direction had they been sailing? What man did much to help this along? In what country did he live? Then, in what direction do you think all Portuguese navigators would sail in hunting this new route?

If you were in Europe (refer to globe), could you reach the East in any other way than by traveling in an easterly direction? If you were in Europe you could reach the East by sailing west, because the earth is round. Did the people in the fifteenth century know that? Those people in the fifteenth century knew that, but supposed the earth to be much smaller than it really is. What was their idea about the size of the earth. Believing that, what would some men probably want to do? This would make the trip comparatively short, so someone would probably want to undertake it.

PUPIL'S AIM—Would you like to hear the story of the first discoverer who tried to find a west way to India? You have already heard of him as the man who discovered America. Who was he? But now we are going to think of him as the man who did what?

Presentation.

What are some of the things you already know about Columbus? Home, parents, boyhood, Genoa, opportunity for becoming familiar with the water, and talking with sailors. Living on the shore of the sea, what did it lead him to think about becoming when a man?

What are some of the things a sailor needs? A sailor needs maps, instruments and ships.

What instruments had they in those times? Would we be satisfied with such instruments? Why not? In those days they had the compass and the astrolabe (illustrate), which served for them, but would not be sufficient for us.

How much of the world was then known? Only southern and western Europe, southern Asia, and northern Africa were then known.

What do you know of the maps they had in those days? Their maps were very, very crude (Toscanelli). Being interested in the sea, what use did Columbus make of these maps? Columbus obtained and studied these, then made others for his own use? What could he do that would be better than using other men's maps?

After he had his instruments and maps, what did Columbus still need? Columbus still needed ships, which were very expensive to fit out, because of the building, etc. He was too poor to do this himself, so he went to the King of Portugal. What would Columbus have to do before the king would promise aid? In which route do you think this king was more interested—the southeastern or the western? For which would he rather fit out ships? What answer, then, did he give Columbus?

Columbus showed his maps and told his plans, but the Portuguese King was more interested in the southeastern route, so he refused to help Columbus.

To whom would this Genoese naturally turn next? He next appealed to the two Italian cities, Venice and Genoa, but was again unsuccessful. Knowing the condition of trade then, would you say these cities had any money to spend on such a venture? What was their answer?

After Columbus had planned and dreamed and hoped about it all this time, how do you think it made him feel? This was very discouraging, but Columbus determined to go to King Ferdinand and Queen Isabella of Spain. They asked Columbus to wait until the close of the war with the Moors. He waited for seven years, which time he spent in study and preparation.

At the end of seven years the queen persuaded the king to help Columbus. He then received ships from Ferdinand. What would he do for him? Describe and show pictures of ships.

What else would be needed before he could start? Men were needed, but were unwilling to go on account of their superstitious fear of the unknown sea. So prisoners were released, who served as a crew. Why would men not be anxious to go. Tell of crew obtained. They sailed from the port of Palos (locate) on August 3, 1492. Tell of voyage, trace world map.

How did the men begin to feel at the end of a month or so? What trouble would this give Columbus? The men became frightened and quarrelsome, which gave Columbus much trouble.

Just about this time they saw something that gave them much joy and hope. What might it be? Soon afterward they saw a flock of birds, then a piece of carved wood and a bunch of berries, indications that they were nearing land. What would you like to hear of their doing next? Tell of landing—locate on map.

In this zone what did they find growing on these islands? The men found palm trees, fruits, berries, etc. What people did they find here? Here they found savages, who seemed very odd and strange to them. Supposing the country to be India, Columbus called these people Indians. Had these men ever seen Indians before? What would they think of them? What country did Columbus think he had reached? What would you call the people who live in India? Who will now tell us how these people came to be called Indians?

What had Columbus expected to find in India? One thing for which Columbus was hunting was spices. He found bark and berries much like spices, so he naturally supposed he was in India. What does that help you to understand?

What else were these Spaniards even more greedy for than spices? These men were greedy for gold, so they bartered for the ornaments which they saw the Indians wearing. Then they inquired where the gold had been obtained. The Indians pointed out the direction, so what would the Spaniards do? They sailed around and searched in the direction indicated by the Indians. They found only a little gold, but had a splendid opportunity to see the islands.

What would the people have said if Columbus had just gone home and told of all he had seen? What could he do to prove all he might tell? The people would have doubted Columbus if he had just told what he had seen, so he took back some Indians and curious things, besides a little bit of gold.

He left some of his men in a fort in Haiti (locate), and after a stormy voyage reached Spain in the spring. How do you think he was received? Columbus was given a warm welcome and honored.

What would Ferdinand and Isabella want him to do next? Tell briefly of points touched on subsequent voyages, and lack of gold and other wealth.

Would you say that Columbus succeeded in getting what the people wanted most of all? How would they feel toward him? When Columbus failed to find quantities of gold the people became impatient and disgusted with him. How do you think this affected Columbus the rest of his life? This made him sad and broken-hearted. He died believing he had seen what land? He died with the mistaken idea that he had seen India.

GENERALIZATION.

What was it that Columbus started out to do? Which do you think is the grander, bigger thing—what he thought he had done, or what he really did so? It was more wonderful to discover a new land than to discover a new way to a land already known. What would you say was the bravest thing Columbus did? Columbus was very brave to venture across the Atlantic Ocean as he did, and this led many other men to follow his example. What effect would this have on other explorers and navigators?

Do you think what Columbus did was of greater or less importance than finding gold and riches? What, then, is one of the great things we shall want to remember about Columbus?

ASSIGNMENTS.

Trace routes on map. Read story in *Beginners' American History*. Draw very simply or model ships in clay. Make book, using cuttings of ships to decorate back. Put record in notebooks in the form of an outline, a summary or class story. Follow with Joaquin Miller's poem in literature period. Pure language in the form of a class story, such as the following:

THE VOYAGE.

It was a great day in the town of Polos. Soon after sunrise a large and excited crowd had gathered down by the water's edge. Everyone was eagerly gazing at three small ships which were lying at anchor in the harbor. "It is a shame to venture out into the Sea of Darkness with such splendid caravels," said one of the men. "Let the dreamer have his way," replied another.

Just then the crowd parted, to allow a number of men to pass through, on their way to the ships. At the head of this procession walked Christopher Columbus. "What a noble-looking man he is," exclaimed many persons. "This is indeed a happy day for him; small wonder that he bears himself so proudly." Following Columbus were more than a hundred convicts, who had been released from prison to undertake this voyage. Their step was light, and their eyes sparkled at the thought of their good fortune.

A short while later the little ships weighed anchor, as the people on the shore waved farewell. After a few hours Spain was no longer in sight; only the great tossing ocean was to be seen. Now and then a large wave would roll up and toss the ships from side to side. Sometimes the water was bright and shining; again it would be a deep green or a dull gray.

Once these men stopped to mend the broken rudder of the Pinta. At another time a wonderful meteor fell into the sea. Later they saw a great quantity of beautiful seaweed. One day, however, the compass needle turned, and the crew became very much frightened. They begged very earnestly to be allowed to return home. "Sail on," was Columbus' only reply. A little later all of the men rejoiced to see two birds flying around in the distance. "Surely land is near," they said. By and by a piece of carved wood and a bunch of berries floated by. "Our long voyage must be nearly over," the crew all said. Everyone watched most eagerly for a sight of land. The next day one of the sailors shouted from the mast of the Pinta: "A cloud seems to be resting yonder on the edge of the water. Keep a sharp lookout for land." In the middle of the following night Columbus cried out joyfully: "A light! a light!" The men all rushed out and gazed at it a moment with great gladness in their hearts, then burst forth into hymns of praise.

ILLUSTRATED MATERIAL.

Have some child make an enlarged illustration of one or more of Columbus' ships. Simple compass.

BIBLIOGRAPHY.

Story of Geographical Discovery—Jacobs—Chapters IV and VII.
Builders of Our Nation—Burton—Chapter IV.

CLASS STORY.

COLUMBUS.

Christopher Columbus was born in Genoa, in Italy. When a boy he wanted to be a sailor. When he was a man he was one of the great navigators of Europe. Columbus believed that the world was round. He thought he could reach India by sailing west. He wanted to prove this, but was not able to furnish ships.

The King of Italy would not aid him, so he went to Portugal. He met with no success there, so he went to Spain. The Queen became interested in his plan and helped him get three ships ready for a voyage west across the sea of darkness.

He left Palos August 3, 1492, and after a rough, hard voyage he landed on an island October 12, 1492. He thought he had reached a part of Asia, and he named the island San Salvador. He called the people Indians. Columbus made three more trips to the West Indies, but he never knew he had discovered a new country.

COLUMBUS' HOME

- I. Columbus' home.
 1. Genoa. 2. Trading center.
- II. Columbus becomes a sailor.
 1. Studied at Prince Henry's School.
 - a. Sir John Mandeville's book.

- III. Columbus' maps.
 - 1. The earth is round.
 - a. One-half its real size.
- IV. Columbus' plans.
 - 1. Reach India by sailing west.
 - a. Columbus asks for help.
 - b. Portugal and Genoa.
- V. The queen.
- VI. Columbus sails.
 - 1. The people cheer.
- VII. The voyage.
 - 1. Fears of the sailors.
 - 2. Mutiny aboard.
 - 3. Signs of land.
 - 1. Land birds. 2. Spray of berries. 3. Cane carved by human hands.
- VIII. Discovery of land.
 - 1. Landing on island.
 - a. Who lived there?
Copper-colored people; straight black hair.
 - b. Names to island and people.
- IX. Return to Spain.
 - A reception.
- X. Later voyages.
- XI. Columbus' death.

AMERIGO VESPUCCI

BY MARY V. MATA COTTA.

Amerigo Vespucci was born in Florence, Italy, March 9, 1451. His parents, who had been rich, were now poor, but very proud, and anxious for Amerigo to build up the fortune of the family again. His father wished him to be a banker, and his uncle, hearing of this, agreed to educate him. So Amerigo was sent to the school for the sons of the noble that his uncle had opened. Here he was taught languages, mathematics, astronomy and geography. His uncle also taught him how to be friendly with all people, because as a banker he would do business with people of different countries.

While studying geography Amerigo felt he would like to cross the unknown sea about which he had read. When he left school he knew more about geography than any other person of his time.

Amerigo was placed as a clerk in a large banking-house of the Medici in Florence; then he was sent in 1490 by Lorenzo di Medici to Spain as his agent to a bank. While working in this bank he still worked at maps, charts and read Marco Polo's Book of Travels.

When Amerigo saw Columbus sail away he was very much disappointed, as he had wished to be the first one to cross the unknown sea. When Columbus returned from his voyage he told Amerigo of the new land he had discovered.

In 1492 Amerigo left the bank and worked for a Florentine merchant who fitted out fleets for expeditions. Amerigo helped to fit out the fleet for Columbus' second voyage, and he went with Columbus on this voyage.

After Columbus' third voyage a Spanish gentleman sent Amerigo to find a strait to India. Amerigo was unsuccessful, but landed on the north coast of South America, then returned to Spain.

Then the King of Portugal sent Amerigo to explore this new land. When Amerigo returned to Portugal he told of his discoveries, and Waldsmuller wrote an account of these discoveries, and suggested that the New World be called after Amerigo Vespucci, America, and so the New World was called America.

REFERENCES:

Vespucci—Frederick A. Ober. Story of Geographical Discovery—Jacobs. Discovery of America—John Fiske. Encyclopedia Britannica.

Name the men whom we have studied who have crossed the ocean. Should you like to hear of another man who crossed the ocean? Show picture of Amerigo Vespucci. If we want to study about a man, what is the first thing we like to know? (His early life.) Listen, I shall tell (read) to you about the man's early life. (Tell the part).

What is his name? Amerigo Vespucci. What was he if he crossed the ocean? A navigator.

Where and when was he born? Florence, Italy, 1451. What about his parents? Parents poor, but proud. What did they expect Amerigo to do? Build up fortune.

Read next part.

What would be the next thing we would want to know? About his education. What did father want him to be? Banker. Who educated him? Uncle educated him in his school for nobles. What did he learn at school? Mathematics, astronomy, geography, languages, to be friendly with people. What did he like best? Liked geography best.

Read next part.

What position did he hold in Florence? Clerk in banking house. He leaves Florence. Goes to Spain as agent for Di Medici. How many would like to find out why? Fitting out vessels. You may look in your encyclopedia (home or school) and see how he came to leave Florence, and what he did in the new place. Read last part.

Why was Amerigo unhappy when Columbus sailed away? Wanted to sail across the unknown sea? How did it happen that he sailed with Columbus? Helped to fit out vessels and sailed with C. What did the Spanish gentleman send Vespucci to find? A strait.

What did Amerigo tell when he returned to Spain? Unsuccessful, but landed on north coast of South America. What did King of Portugal do when he heard of Vespucci's voyage? Asked Amerigo Vespucci to explore this land.

What did Amerigo Vespucci do when he returned to Portugal? Told of discoveries. How did this help America to get its name? Waldsmuller wrote an account, and said to call New World America.

- I. Early life.
 1. Born in Florence, Italy, 1451.
 2. Parents poor but proud.
 3. Wished him to be a banker.
- II. Education.
 1. Educated by uncle in school for nobles.
 2. Learned mathematics, astronomy, geography and languages.
- III. Later life.
 1. Became clerk in banking house in Florence.
 2. Went to Spain as agent for Di Medica.
 3. Came to America with Columbus.
 4. Told of America.
 5. America named for Amerigo Vespucci by Waldmuller in book.

ASSIGNMENTS.

Look in Encyclopedia and find out about Amerigo Vespucci's education. Find out why he left Florence. Look for pictures of Amerigo Vespucci, Columbus, ships of that time, Spain, Italy.

Globe—Trace journey of Amerigo from Florence to Seville. Trace journey of Columbus and Amerigo on second voyage. Trace journey of Amerigo to South America.

Map—Locate Florence, Seville. Trace different journeys.

JOHN CABOT.

BY EMMA K. DUNPHY.

TEACHER'S AIM.—To teach how the English claimed the coast of North America through John Cabot.

CHILDREN'S AIM.—To hear of one who really came to America.

PREPARATION.—Review the story of Columbus. We found out that Columbus discovered the West Indies. Now, wouldn't you like to hear of a man who really came to America? We are going to study about John Cabot.

PROCEDURE.

Do you know of anyone who was born in Genoa? Columbus. Where is Genoa? Show on map. Cabot was born in the same place in 1450. What century was that? Fifteenth. How old was he when Columbus discovered the West Indies? Forty-two years old.

He afterwards moved to a city from which Marco Polo sailed. What city was it? Venice. Locate on map. What do you think he engaged in while there? Trade. Why? Venice a great trading center.

Later he moved to Bristol, England. Teacher show on map. While there he was appointed to a high office. By this time where do you think the news of the discovery of the West Indies by Columbus had spread? England. Where did Columbus think he had reached? India. What did this make Cabot want to do? Find a shorter route to the Indies. To whom did he go for permission? King of England.

Columbus, you know, sailed west. Cabot then proposed to go in what direction? Northwest. Why did he plan to go northwest? Shorter route.

In March, 1496, King Henry VII issued Cabot letters authorizing him to take possession of any lands which he discovered in the western seas.

What preparation did he need? Ships, provisions, crew. He also took his three sons, Lewis, Sebastian and Sancto, as companions. From what place did they sail? Bristol, England. When did they set sail? Spring 1497. How many years after Columbus discovered the West Indies? About four and a half years. In what direction did they go? Northwest. Where did they hope to go? India and Spice Islands. To whom were these parts then known? To Europe. What had Columbus failed to do? Failed to reach them.

Toward the last of June, one bright morning, they saw land in the west. It was probably Labrador. Teacher locate on map. Cabot named it "The Land First Seen."

What had Cabot really done? Discovered the continent of North America. How did this continent then look? A great lonely land full of forests.

He then went on shore with his crew and sons; set up a large cross and two flagpoles.

On each pole he hoisted a flag. What flags do you think they were? English flag, flag of Venice. Why these flags? Now, in whose name do you think he took possession of the land? Name of England.

It was in this way that the English claimed the eastern coast of North America.

They then sailed around the Gulf of St. Lawrence trying to find a passage to what places? India and Spice Islands. What was the result? They failed to find this passage. Locate Gulf of St. Lawrence. What did they then do? Returned to England.

They carried back with them some Indian traps, an American bird and the rib of a whale, which they had found on the coast of Labrador.

What did the king think of his discoveries. Well pleased. What title of honor was given to Cabot? Lord Admiral.

About a year later the Cabots set out for a second voyage to colonize the lands which they had found. All but one of the vessels were destroyed by storm.

The story of the voyages along the Atlantic coast of North America probably refer to the one undertaken by his son, Sebastian Cabot.

Read the story from 'The Child's Book of American History, by Blaisdell and Ball, "John Cabot, the Merchant."

JOHN CABOT, THE MERCHANT.

When Columbus was becoming famous as a sailor there lived in England an Italian by the name of John Cabot. He was a sea captain and a merchant; and he had traveled in far-away lands. One day, when he was looking about the streets of a city in Arabia, he saw camels coming into town. They were carrying loads of rich spices.

"Where do those spices come from?" he asked one of the drivers.

"From a land far to the east," he replied.

Now Cabot thought that if he sailed west far enough he might reach the land from which the spices came. Then news of what Columbus had done reached England.

He then asked the King of England to fit out a vessel for such a voyage.

Five years after Columbus made his first voyage Cabot sailed across the Atlantic to find a new way to India and China. But he found what was of still more importance. He found the mainland of North America.

This was in the year 1497. Cabot probably reached the coast of Labrador. He landed and took possession of the country in the name of King Henry of England. He then sailed along the bare and desolate shore for nearly a thousand miles, but came upon no such lovely spot as Columbus had done on his first voyage. Soon after he sailed back to England and told King Henry that he had found the coast of China. The King was greatly pleased, and gave him a large sum of money.

Cabot was now a famous man. He was called the Great Admiral. He dressed in fine silks of bright colors, like the other great men of his time. So fine did he look that a crowd used to run after him when he walked about the streets of London.

King Henry said: "This is all very well, but where are the spices and precious stones that you were to bring home? You had better make another voyage and see what you can find."

Once more Cabot set out. This time he sailed south along our coast as far as Cape Cod. He planted the flag of England on our shore, and took possession of the land.

Nothing more is known about this daring sailor. His son, Sebastian, who sailed with him on his second voyage, lived for sixty years after this. He became one of the greatest sea captains of his time.

OUTLINE OF JOHN CABOT.

Birthplace.

Genoa, 1450.

Life in Venice.

A trader.

Life in Bristol, England.

Held a high office.

Discoveries of Columbus made Cabot eager to cross Atlantic to find a shorter route to India.

King grants permission.

Leaves port of Bristol, England.

Chew.

Companions—

Sons, Lewis, Sebastian, Sancto.

Direction,

Northwest.

Expecting to reach India.

Arrival.

When—

Last of June, 1497.

Coast of Labrador.

Name given—

"Land First Seen."

Country.

Appearance—

Lonely land.

Full of forests.
 Cabot goes ashore.
 Plants cross.
 Plants flagpoles.
 Flag of Venice.
 English flag.
 Takes possession of land for England.
 Sails about Gulf of St. Lawrence.
 Failed to find passage to India.
 Returns to England.
 Trophies—
 Indian traps.
 An American bird.
 Rib of whale.
 Reception.
 King well pleased.
 Receives title—
 Lord Admiral.

ASSIGNMENTS.

- I. Read the story of John Cabot in Montgomery's History.
- II. Write a story from outline.
- III. Trace the voyage of Cabot and indicate route on base map. Locate his birthplace, his home in Italy, and the place from which he sailed in England.
- IV. Answer the following questions:
 - a. Who was the first man to touch the coast of North America? b. Why did the English claim the country? c. What did the Cabots bring back with them? d. What had they hoped to bring back? How do you think they felt when they failed in their search?
- V.
 - a. Describe the country which Columbus found upon his first voyage.
 - b. Describe the country which the Cabots found upon their first voyage.
 - c. Which place would be a better one for a colony or settlement? Give your reason.

FERDINAND MAGELLAN

BY EDITH A. HARMAN

AIM.—To show how India was really reached by sailing to the west, and how the world was proved to be round.

Lesson I.

What had Columbus tried to do? Columbus had tried to find western route to India. What had he really done? He found a new land. What new knowledge did people have about the world? From the Indian explorers had heard of great body of water to the west. What great ocean is west of America? Discovered by Balboa in 1513. Did they know of this? What had Amerigo Vespucci tried to do? Amerigo Vespucci searched for passage through America to this ocean.

Knowing of these lands, what would the countries of Europe want to do? Spain and Portugal were both anxious to acquire this new territory. What did this cause? Disputes arose; danger of war. Anxious to avoid war.

Should you like to know how Spain and Portugal settled their disputes? Pope at that time head of State as well as of church asked to settle disputes. Gave each right to possession of all lands already discovered; gave Portugal sole right to eastern route to India.

Explain league and measure by scale of miles. Locate line of demarcation on wall map; on base map. Why give west to Spain and east to Portugal? Draw a line on map from the North Pole to the South Pole about 370 leagues west of Azores, dividing the world in half. Gave to Spain right of possession of all lands discovered in western half; to Portugal those in eastern. Called line of demarcation.

What was it that many explorers had tried to do, but had not accomplished. None of explorers had yet found western route to India.

Would you like to hear about the man who really reached India by sailing to the west? In the next lesson we shall hear about this.

SUMMARY OF LESSON I.

1. Discovery of new lands awakens desire for exploration and possession of territory.

(a) Spain and Portugal foremost in this.

2. Line of demarcation.

(a) Pope divides world into two parts. (b) Spain to have discoveries in western half and Portugal in eastern half.

ASSIGNMENT.

Copy outline in notebook. Draw line of demarcation on outline map of the world.

Lesson II.

Whom are we going to talk about today? (Tell about Magellan.)

Ferdinand Magellan first sailed around world (circumnavigator). Magellan, a Portuguese nobleman. Spent early life in king's court. Portuguese interested in East troubled by Moors. Don Manuel sent ships and men to crush Moors in the East. Magellan went with expedition, and fought the Moors in East seven years. When power of Moors was broken returned home. Formed plan of trying to reach Spice Islands by sailing west. King of Portugal refused to help him. Had a good route East. What country was very much interested in exploration just now? Spain. How do you think he persuaded the King of Spain to help him? By globe showed King that Spice Islands were in his half of the world.

The King of Spain gave him five ships and 250 men. How do you think Portugal would feel? Portugal tried to persuade him to give up project. Left Spain September 20, 1519.

In what direction would they sail? They sailed to the Canaries, then south, then southwest. After two months' sailing they reached South America. What would they do when they reached South America? Stop to rest a few days; fresh food; fresh water. Then sailed along coast, searching for passage through.

Is there a passage through to the ocean? (Look at map.) Tomorrow we shall see if they found a passage.

SUMMARY OF LESSON II.

3. Earlier Life of Magellan.

- (a) Portuguese by birth. (b) Spent early life in king's court.
- (c) Fought against Moors in East.

4. Plans to reach Spice Islands by sailing west.

- (a) Plan rejected by Portugal. (b) Plan accepted by Spain.

5. Sails from Spain September 20, 1519.

- (a) Sails south and then southwest. (b) Reaches South America.

ASSIGNMENT.

Copy outline in notebooks. Trace voyage to South America on outline map.

Lesson III.

Where did we leave Magellan? Expedition sailed along coast until winter. Terrible winter. One ship wrecked. Discovered passage in spring (Strait of Magellan). Magellan named ocean Pacific. How do you think the sailors felt when they saw the Pacific? Some wished to go on; others to go home for new outfit. Magellan went on; one ship returned (1520).

Would they be prepared for such a journey? Not well prepared for such a long journey; tired out; lack of water; lack of food. What hardships might they suffer? Suffered terrible hardships. Many died from hunger, thirst and disease. After 98 days discovered Ladrões.

Pushed on again and soon discovered Philippines; took possession of them for Spain. Magellan and many men killed in a fight with a native tribe. Abandoned one ship. Remaining men sailed away. They reached the Spice Islands. Got cargo and started for home. One ship leaked; only one left, with 47 men. Many of these died before they reached Cape of Good Hope. What kind of a cargo would they take home?

How would they reach home? Reach Spain with one ship and 18 men

How would they be received? With great honor. Let us summarize the results of the voyage for our outline.

SUMMARY OF LESSON III.

6. Discovered strait.
7. Crossed Pacific Ocean.
9. Discovered Ladrões.
10. Discovered Philippines.
11. Magellan killed.
- 12i Reached Spice Islands.
13. Journey home.

ASSIGNMENT.

Copy remainder of outline. Trace voyage on map.

CLASS STORY.

Ferdinand Magellan was a native of Portugal. His early life was spent at the King's court, and later he fought in the war with the Moors in the East.

When he returned home he formed the plan of reaching the Spice Islands by sailing to the west. The King of Portugal, who had a good eastern route, refused to help him. He then persuaded the King of Spain to help him. With five ships and two hundred and seventy men he set out across the Atlantic. He reached South America, and after a winter of hardships found a passage to the Pacific. This is the Strait of Magellan.

He then steered boldly out across the Pacific. After months of suffering from hunger, thirst and disease, and the loss of many men, he reached the Ladrões. A little later he discovered the Philippines. Here Magellan was killed.

The remaining Spaniards set sail for the Spice Islands, got their cargo and sailed for home. They reached Spain with one ship and eighteen men, having been gone about three years.

They had discovered a strait from the Atlantic to the Pacific; discovered the Ladrões and the Philippines; found the Spice Islands by sailing west, and proved that the world is round.

REFERENCES.—Pioneers on Land and Sea. McMurry. Columbus and Magellan. T. B. Lawler.

Explorations

VASCO NUNEZ BALBOA

INTRODUCTION.—Where did Columbus land when he reached America? Cuba and Haiti. What did he call these islands? Hispaniola. Why did he call the people Indians? Because he thought he had reached India. If he thought he had reached India what did he think might be found here? Spices, gold. After the Spaniards had made a settlement on the island of Cuba, they made frequent trips to the mainland hunting for what? Gold. They planted a few colonies along the coast of Central America but they did not thrive. In the island of Haiti there was a Spaniard, Vasco Nunez Balboa. He owed large sums of money in Cuba which he could not pay and as he was very daring he wished to join an expedition bound for the mainland. As he could not pay for his passage, he hid in a cask and was carried aboard the ship. Imagine the captain's surprise when after his ship was well out to sea a young and handsome stranger stepped from one of the barrels. How do you think the commander felt? Very angry. What might he have done? Thrown him overboard or put him on a desert island. He did not, however, but took pity on the young man and allowed him to remain on the ship. When the boat reached the little Spanish settlement on the Isthmus of Darien or Panama the natives would not let the commander land, having heard that he was very cruel to Indians. He therefore put out to sea and Balboa took command of the men. What should you like to learn about Balboa?

PROBLEM I. To learn of the adventures of Balboa while in command of the expedition.

What did he wish to do when he took command? To explore the country.

Why did he wish to explore the country? To hunt for gold. He made a friendly alliance with the Indian chief, who presented him with gold and slaves. The Spaniards were delighted at the sight of so much riches. They began to melt and weigh the gold, and at last fell to quarreling desparately about the division of it. The Indians could not understand. They knew nothing of money, and valued the metal only because it could be made into beautiful ornaments. An Indian boy who had heard the dispute told the Spaniards that if they cared so much about the yellow stuff, it would be wise for them to go to a country where there was enough of it for all. The Spaniards eagerly questioned him regarding this place, and he described a country across the mountains and to the south on the shores of a great sea, where gold was so plentiful that the natives used it for drinking cups and bowls.

He made his way through the tangled underbrush and rank tropical growth, bidding his men wait at the foot of the mountain while he went up alone and from one of the highest peaks he looked down upon a great stretch of water which he called the Great South Sea (1513). Falling down upon his knees, he gave thanks to God, and then made signs to his followers to come up and join him.

Accompanied by these men, Balboa next went down on the opposite slope and, reaching the shore, waded out into the ocean, with a flag in

one hand and his drawn sword in the other. Standing thus in the waters of the Great South Sea, he took possession of it in the name of what country? Spain.

He declared all the countries it bathed belonged to his sovereign. Magellan named this the Pacific Ocean. On this shore he met an Indian boy who repeated to him the same story that the Indian boy had told about the rich country on the border of this sea and farther south.

What would he wish to do? Go to find it. How must he go? In ships. Where do you suppose he would get these ships? He would return to Darien.

Yes, and while there he sent word to the Spanish king of his discovery of South Sea. He then began to take his ships apart and send them piece by piece across the mountains to the Pacific Coast. This was an enormous undertaking. The journey was a difficult one, and hundreds of the poor Indians who carried the burdens dropped dead from exhaustion.

At length after many months of labor, four ships were thus carried across the mountains and rebuilt on the Pacific Coast. These were the first European vessels launched in the Great South Sea. Three hundred men were in readiness to go with Balboa on his voyage in search of the rich country of the South.

A little iron and pitch were still needed for the ships and Balboa delayed his departure in order to get these articles.

The delay gave his enemies, who were jealous because of his success, time to carry out a plot against him. They accused him of plotting to set up an independent government of his own and he was arrested for treason. In less than twenty-four hours this brave and high-spirited leader was tried, found guilty and beheaded. Tomorrow we shall all contribute in making an outline of Balboa's adventures for our history books.

Lesson II.

MAKING THE OUTLINE.

1. Introduction.

1. Discovery of America by Columbus. 2. Spanish settlements on islands of Cuba and Haiti. 3. Spanish greed for gold.

2. Vasco Nunez Balboa.

1. Reasons for wishing to leave Cuba.
 1. Debts. 2. Desire for adventure. 3. Search for gold.
2. Voyage to mainland.
 1. Hidden in cask. 2. Captain's forgiveness. 3. In command of party.
3. Search for Great Sea.
 1. Report of Indian. 2. Trip through wilderness. 3. Discovery of Pacific Ocean (1513).
4. Determination to search for rich city.
 1. Boats carried across mountains. 2. Rebuilt on Pacific Coast. 3. Balboa's arrest and death.

ASSIGNMENTS: Write an account of how Balboa secured a trip to the mainland. Tell something of the adventures of Balboa in his search for the Great Sea.

Discoverers and Explorers. Edward R. Shaw. Builders of Our Country. Southworth. American History (First Book). Perry and Price.

CABEZA DE VACA.

MODE OF ATTACK.—What country helped to fit out ships for Columbus? Find Spain on the map. How many journeys to America did he make? On what ocean? Trace the first journey on the map. Show the part of North America that he touched. When did he come? What kind of people did he find here? How did he happen to come? (Planned to come and asked for help.) Spain sent out another man, Cabeza de Vaca, who also asked permission to come and who traveled by land across America from the Atlantic to the Pacific. What kind of people did he meet in his travels? (Indians.) Should you like to hear why Spain sent him and of some of his adventures with the Indians?

PUPIL'S AIM.—To learn why Cabeza de Vaca came to America and to learn something of his encounters with the Indians on his journey across the American Continent.

PROCEDURE.—What kind of people were here when Columbus came? Some of these Indians in this country (map, Mexico) had grown very rich and Cortez, a Spaniard, had come over and conquered them; he was holding their chief, Montezuma, prisoner. He had become very powerful. How do you think the King of Spain felt? A little jealous of his power. What do you think he might do? Send someone to make him give up this power. That is just what the King of Spain did; he sent Narvaez with 1,000 men and 18 ships to capture Cortez. If Cortez had conquered these Indians what do you think he did? Fought Narvaez. Yes, he left one-third of his men to guard Montezuma, this chief, and taking the other two-thirds, he defeated Narvaez and promised Narvaez's men great riches if they would follow him. Narvaez had always been a brave man. How do you think he felt? He was so covered with shame that as soon as he was released he fled to Spain. What do you think he was anxious to do? To perform some deed to make up for his defeat. Yes, the king gave him permission to explore the north coast of the Gulf of Mexico. (Map.) He was to be governor of the River of Palms, Mexico to Cape Town, Florida.

ASSIGNMENT.—Read page 19 of Montgomery's Beginner's American History and tell how Spain came to control Florida. Child reports as follows: "An old Spanish nobleman, Ponce de Leon, had discovered Florida fifteen years before. He set out to find a magic fountain, but instead he discovered a land bright with flowers, which he named Florida. He took possession of it for Spain." Why do you think the king would let Narvaez explore this country? To find gold, spices and rich stores. To find the strait connecting the Atlantic and Pacific Oceans.

What sort of an equipment would the king be apt to give Narvaez? A splendid one. What would he need for his voyage across the ocean? Ships, men, money, horses. Yes, he had five ships, six hundred people, including soldiers, workmen, priests and negroes. He also carried a good supply of horses. With these, he hoped not only to get over the ground rapidly, but also to frighten the natives. Cabeza de Vaca, the man in

whom we are interested, came over with Narvaez as treasurer. Why do you think this was an important position? Because of the pirates, a very brave man was needed to take care of the money. At the next lesson we shall find out how he came by this name and also learn something of his adventures.

Let us make an outline for our books.

CABEZA DE VACA.

I. INTRODUCTION.

1. Narvaez's trip to Vera Cruz.
 - a. His defeat. b. Loss of his army.
2. Narvaez's return to Spain. 3. Narvaez's desire to wipe out his bad record. 4. Commission given by the king.

ASSIGNMENT.—Copy outline in books. Sketch route of Narvaez's journey to Vera Cruz. Study outline silently. Write a story describing the misfortune of Narvaez.

Lesson II.

NARVAEZ'S SEARCH FOR PANUCO.

PUPIL'S AIM.—To learn how Cabeza de Vaca received his name, and of some of his adventures.

METHOD OF PROCEDURE.—Tell—The name Cabeza de Vera means "cow's head" or "head of a cow." Two hundred years before Cabeza de Vaca was born one of his ancestors had done great service for the King of Spain. Spain was fighting the Moors, and this man led the Spanish army away from the Moors safely through the narrow path in the mountains. To mark the pass for them he placed there the skull of a cow. From that time the family took the name of Cabeza de Vaca, or cow's head. It was a brave family, and here was one of them, two hundred years later, sailing with Narvaez to find gold and spices on the north coast of the Gulf of Mexico. With whom did Cabeza de Vaca start for America? Should you like to learn something more of his adventures?

Where did we leave Narvaez and de Vaca? What might they encounter on this voyage? What might happen to vessels in a storm? Either driven out of their course or wrecked. Yes, ill luck was with Narvaez from the start. The fleet was driven out of its course by fierce storms that came from the west, and in one storm off Cuba several vessels were wrecked. What effect did this have on his progress? Caused delay. Yes, he was delayed for nearly a year. Here is Narvaez in a strange country. He wishes to find the River of Palms. What would he be apt to do? Secure a guide. They started out in the spring, and the guide, making a mistake, landed them just beyond Tampa Bay, on the coast of Florida (locate), far away from the River of Palms. It was Good Friday in 1528 when Narvaez and his companions knelt and took possession of the land in the name of the King of Spain. They believed they were in Mexico, near the rich city of Panuco. Thinking this, what would they be anxious to do? Push on to this rich city. But what of his ships? Sent part of the men to take the ships around the coast while Narvaez and the rest of the party went by land to meet at Panuco. What difficulties would they encounter? Must make way through dense forests, cross streams on

rafts and meet unfriendly Indians. When they started out each man had two pounds of biscuit and one-half pound of bacon for their journey. There were three hundred and fifty men. How long do you think this food lasted? About two days. They traveled fifteen days, forty men riding, the others walking. With only a few handfuls of Indian corn to be used for food, for days at a time they wandered on and on. How do you think they began to feel? Very hopeless. Who were the only people who could help them out of their difficulty? The Indians. One day an Indian chief and his men were seen approaching. He was carried on the back of another Indian, and covered with a painted deer skin. A great many Indians marched with him, some before and some behind, all playing on flutes of reed. Where did Narvaez wish the Indians to take him? To Panuco. They did not know where Panuco was, but offered to take him to Apalachen. Narvaez let him lead the way, even though Apalachen did not sound like Panuco. Why were they willing to go? The chief gave the Spaniards his deer skin. What would they give him in return? Beads, hawk bells and other things. What kind of a march did they have through the forest? A very difficult one. Lightning and thunder storms uprooted trees in their paths, filled the swamps so that they often had to wade up to their waists. Their hunger was pitiful. At last they reached Apalachen with only nine horses, but were very much disappointed in the city. Should you like to know why? Let us make our outline.

II. CABEZA DE VACA.

1. Origin of name.
 - a. Bravery of ancestors. b. Marking mountain pass.
2. Voyages with Narvaez.
 - a. Damage done by storms. b. Landing at River of Palms.
3. Search for Panuco.
 - a. Division of party. b. Difficulties in forest.
4. Trip to Apalachen.
 - a. Meeting Indians. b. March to Apalachen.

Copy outline.

ASSIGNMENT.—Write story of how Cabeza de Vaca came by his name. Write story of difficulties in the forest while searching for Panuco. What use were they going to make of their horses? How many had they when they reached Apalachen?

Lesson III.

NARVAEZ AND DE VACA IN APALACHEN.

PUPIL'S AIM.—To find out why the Spaniards were disappointed in Apalachen.

METHOD OF PROCEDURE.—What city had our party reached? What kind of a city had they hoped it to be? Very rich. Instead of a great, rich city and plenty of gold, there were only forty small houses made of thatch, and not a man to be seen. The women and boys left the town when they saw the strange white men. But while they were disappointed at not finding the riches, they realized there was plenty of food. What kind do you think they found? Corn. Some was ready to be pulled, and some was dry in the warehouse. For this they were grateful, and cooked

and ate some. What animals might they have found near this little settlement? Deer, rabbits, bears, birds, wild geese and ducks. Yes, and de Vaca said in a book which he wrote later on that he saw lions, but we think he must have been mistaken. Why? Lions live in hot countries in dense jungles. What was the one place they still wished to reach? Panuco. What was the best way to get news of this city? Remain in Apalachen and inquire of the Indians about this land. The Indians told them there was no other town as large as Apalachen near, but that to the west, about a nine days' journey, was a town called Aute, near the sea. St. Marks of today. They also told them that the Indians of Aute were their friends, and they had plenty of corn, beans, pumpkins and fish. Why might the Indians of Apalachen be anxious to get rid of these Spaniards? Perhaps they feared them, and so were anxious to start them out on this nine days' journey to Aute. Let us see at our next lesson if Aute is like Apalachen. Let us add a few headings to our outline.

5. Cabeza de Vaca at Apalachen.

- a. Kind of city. b. Disappointment of Spaniards. c. Food found. d. Reason for stay.

ASSIGNMENT.—Copy outline. Describe Apalachen. Why do we think no lions were found near Apalachen? Why were the Indians anxious to direct the Spaniards to Aute?

Lesson IV.

THE SPANIARDS AT AUTE.

PUPIL'S AIM.—To see if Aute is like Apalachen.

METHOD OF PROCEDURE.—How many days' journey did the Indians say it was from Apalachen to Aute? The Spaniards made it in eight days. What kind of a town was Apalachen? Well, Narvaez and de Vaca found Aute to be a deserted village, with the houses burned to the ground. What kind of food had they been told they would find here? Corn, beans and pumpkins. Yes, they found plenty of these, and stayed two days. They still wished to reach the sea, and Narvaez thought he would send someone to try to find it. Whom do you think he sent? De Vaca. He went with ten men on horseback and fifty on foot to find the sea. They came to a great bay, but not a ship was in sight. How did they feel? Very sad. What was the only thing for them to do? Return to Narvaez with this news. What did Narvaez then decide to do? Go to this place de Vaca had found.

This was a long, difficult journey; some grew ill. How might they have been taken? Carried on horses. It was no merry party that reached the bay. Now that they had reached the water, what was to be done? Build boats. Narvaez called his men together, and they decided that they must build boats. Cabeza de Vaca said this was impossible. Why do you think he said so? No tools, no iron, no smithery, no oakum, no pitch, no tacklings, no shipbuilders, and worse still—nothing to eat. One of the men said that he could make some pipes out of wood, which, with deer skins, might be made into bellows, so a forge was made by this man. The other men made nails, saws, axes and other tools. They used the iron from the stirrups, spurs and crossbows. There was one carpenter in the party, and with his help they made five barges, caulked with palmetto and tarred with

pitch. They made the ropes and tackles from the tails and manes of the horses. What could they use for sails? Their shirts. They made oars of juniper trees. They found stones for ballast and anchors of the barges with great difficulty. They flayed the legs of the horses and tanned the skin to make leather pouches for carrying water. De Vaca said there was nothing for the men to eat. How might they get some of this corn from Aute for food? The men and horses not employed in building boats might get it. Yes, they made four trips into Aute, and brought back six hundred bushels of corn. On every third day they killed a horse and divided it among those who worked on the boats and cared for the sick. When the boats were finished, all the horses except one had been eaten. What are they now ready to do? Sail along the coast. At our next lesson we shall hear of their adventures while sailing the coast. Let us make our outline for our books.

6. Cabeza de Vaca at Aute.

- a. Kind of city; compare with Apalachen. b. Food found. c. Building of boats.

- (1) Difficulties in finding material. (2) Difficulties in obtaining food.

ASSIGNMENT.—Compare Aute and Apalachen. Tell of difficulties in finding material to build the boats. Compare present mode of building boats with method in use at that time. Write after thinking carefully of your points.

Lesson V.

EXPLORATIONS ALONG THE COAST.

What are we to find today?

PUPIL'S AIM.—To learn of adventures of Spaniards while sailing along the coast.

METHOD OF PROCEDURE.—Now that the five boats were ready, the men, only two hundred forty-seven, were divided up into crews of about forty-nine men each. Each crew was to sail under a commander. What must these men have for their voyage? Provisions. What kind of provisions could they get? Water and corn. By the time the boats were loaded they were so crowded that not a soul dared to move, and the edges (gunwales) of the boats were just a hand's breadth above the water as they left St. Marks or Apalachen Bay, sometimes called "The Bay of Horses." Why? They sailed westward along the coast, hunting for the River of Palms. The water bottles soon rotted and the food gave out. Almost starving, for they had only corn in their boats, and almost hopeless, knowing nothing of sailing, they went on and on. Once they came to a rushing current of water, which told them they were at the mouth of a great river. What river was this? The Mississippi. Follow route on the map. Four of the boats got lost, and were never heard of again. Narvaez's boat was one of these. The other one of them being Cabeza de Vaca's, kept on its way until driven to the shore of Matagorda Island by a storm. They were rescued by some friendly Indians, who sat down and wept when they saw the starving white men. They decided to stay here all winter, and now that Narvaez was dead, they must choose another leader. Whom do

you think they chose? Cabeza de Vaca. Should you like to hear of his experiences with these Indians? Let us make an outline for our books.

7. Explorations along the coast.

a. Preparation.

- (1) Five boats built. (2) Division of men. (3) Provisions.

b. Voyage.

- (1) Boats overcrowded. (2) Left St. Mark's Bay. (3) Sailed westward. (4) Hardships and sufferings.

c. Death of Narvaez.

- (1) Passed mouth of Mississippi. (2) Four boats lost. (3) Narvaez lost.

d. Cabeza de Vaca—the leader.

- (1) Fate of other boat. (2) Treatment by Indians. (3) New leader chosen.

ASSIGNMENT.—Copy outline. Write of their experience on the voyage. What position did Cabeza de Vaca hold when they started from Spain? What position does he hold now? Tell how he became leader. Why did they decide to spend the winter here with the Indians?

Lesson VI.

CABEZA DE VACA'S EXPERIENCE WITH THE INDIANS ON MATAGORDA ISLAND.

How many boatloads of people were saved? Who is now leader? Who rescued these people? What were we to find out today?

PUPIL'S AIM.—To learn something of Cabeza de Vaca's experiences with these Indians.

METHOD OF PROCEDURE.—What was the one desire of Narvaez and Cabeza de Vaca? To find Panuco and Mexico. What would Cabeza de Vaca do? Send out men to hunt for these places. He sent four men. During the winter all of the Spaniards died except fifteen. Then the Indians were taken sick and blamed the white men. They wished to get rid of the Spaniards. Why did they not kill them? Were afraid of them. On what island were they? Matagorda Island. Locate. The Indians wished to make the white people useful while these Indians were sick. What do you suppose they gave them to do? Made medicine men out of them. Why do you think they were unwilling to do this? Afraid they might not cure them. When the Indians refused them food, what do you think they did? Agreed to act as medicine men. The Indians believed that stones and shells had power to cure the sick. The travelers had the sick brought to them, said prayers over them, burnt out the wounds, sucked the blood, blew on them, rubbed them with stones and cured them. They lost not one case. How do you think our doctors would treat these cures? Laugh at them. How do you think the Indians treated the white people now? Very kindly. Yes, the Indians sometimes went without food in order that the white men might have the best. Cabeza de Vaca, with three companions, remained with these Indians about a year. Then he joined another tribe of Indians and turned trader. Why did he do this? To gather news of the country farther on. What do you think he traded? Sea shells and cockles for hides and red ocre. He also got flint for arrow

points, glue and hard canes to make arrows and tassels made of the hair of deer. Why did he like this occupation? Gave him liberty to go where he pleased, and an opportunity to get farther away. How do you suppose he was treated? Rejoiced at seeing him because of his wares. De Vaca remained with these Indians for six years, when, finding a good chance, he stole away with one companion, and traveled on until he met some Indians, who told them three more men like themselves were to be found with a neighboring tribe. They went on and found two of their companions and one negro who had come with them. These men told Cabeza de Vaca how Narvaez's boat had been lost in a storm. They joined Cabeza de Vaca in his travels among the Indians where he gained much fame. Should you like to know how he gained this fame?

8. Cabeza de Vaca's experiences with the Indians.

a. On Matagorda Island.

- (1) Sent men to hunt Panuco. (2) Number of Spaniards left. (3) Illness of Indians. (4) Work of white men.

b. In the forest.

- (1) Experiences as trader. (2) Meeting with companions. (3) News of Narvaez's loss.

ASSIGNMENT.—Copy outline. Describe Cabeza de Vaca's experiences as a trader. What news did he gain from his companions? Why did he like his occupation as a trader?

Lesson VII.

CABEZA DE VACA FAMOUS.

What work had Cabeza de Vaca been doing with the Indians? He became famous with them. Let us see why.

PUPIL'S AIM.—To find out what made Cabeza de Vaca famous.

METHOD OF PROCEDURE.—What made the Indians treat Cabeza de Vaca so kindly? Because of his services as a medicine man. One day during his travels they brought a man who had been shot through the left side of the back with an arrow, the head of which stuck close to his heart. He was sick because of the pain. Cabeza de Vaca touched the region of the heart and felt the arrow head. So with a knife he cut open the breast and probed until he removed the arrow head. Then he made two stitches with a deer bone. The Indians begged him for the arrow head and the whole village came to look at it. How does an Indian show his appreciation of a kindness? Gives dances and festivities. The next day he took out the stitches, and the Indian was well. As soon as the Indians heard of this great cure, what do you think they did? Followed the medicine men to ask him to cure them. Yes, there were from three to four thousand Indians to breathe upon to cure them. They pushed onward, still searching for Panuco, and crossing a great river, the Rio Grande, they came to a tribe of Indians, which they named "Of the Cows," because they owned a herd of buffaloes. They were the liveliest and most capable people the Spaniards met, and could understand them and answer their questions. This was the first time any traveler from Europe had seen or heard of cows in the New World. These buffaloes or cows were very useful to the Indians. In what

way? They furnished meat, blankets from the hides; also shoes and targets. The weary travelers reached the Pacific Coast after ten months. There, finding Spanish tribes, they were given guides, who took them to Mexico. They reached the city July, 1536.

Cabeza de Vaca spent the following winter in Mexico, and then departed for Spain, carrying silver and gold. He arrived in Lisbon August, 1537. Cabeza de Vaca has been called by some people "the first great American traveler." He had traveled from the Atlantic to the Pacific, and his journey had blazed the trail for others to follow.

9. Cabeza de Vaca famous.

a. With Indians.

(1) Operations performed.

a. Success. b. Festivities in De Vaca's honor.

(2) Many cures effected. (3) Meeting of tribe "of the Cows."

b. In history.

(1) First American traveler; route taken. (2) Blazed trail from Atlantic to Pacific. (3) Encounters with Indians. (4) Services as medicine man.

ASSIGNMENT.—Trace Cabeza de Vaca's journey from the Atlantic to the Pacific. Sketch this journey. What has Cabeza de Vaca sometimes been called? Why? What did he do for America? Why was Cabeza de Vaca famous with the Indians? In history?

HERNANDO DE SOTO.

EVELYN SOPER

INTRODUCTION: What claim had the Spanish upon Florida? Ponce de Leon and de Vaca had traveled across Northern Florida. For what purpose did de Vaca come to America? To find rich Panuco. Should you like to hear of another Spaniard who wished to conquer this country north of Mexico (map), and to try to find gold.

PROBLEM I. To learn of adventures of another Spaniard who wished to conquer the country north of Mexico, and to find gold.

Hernando de Soto or Ferdinand de Soto, as he was called, had been in Peru, S. A. (map), with Pizarro. They made the Indian chief give them large quantities of gold. When he went back to Spain he was made governor of Cuba by the king. Where must he live if he is to be governor of Cuba? He must live in Cuba. He was counted not only among the bravest, but also among the richest of the Spaniards. He went with his beautiful wife, Isabella, to Cuba. When he reached Cuba he thought of the gold that had been found on the mainland, and became discontented. He then obtained permission from the king to explore Florida. Why did he wish to do this? To find gold. What kind of cities did he expect to find? He expected to find rich cities and to conquer them, thereby winning for himself riches and fame. This was the dream of De Soto.

How did he expect to gain their riches? He then began to get ready to go. Could he take his wife with him? Why? He could not take his wife with him because of the difficulties of travel and the danger of meeting hostile Indians.

He left his wife to act as governor of Cuba, and started off with 9 vessels, 600 men and 223 horses. In what direction would he sail to get to the mainland? He sailed west. Yes, he hoped to find a second Peru. Where did de Vaca land? Da Vaca landed at Tampa Bay, on western coast of Florida, 1526.

De Soto landed at the same place in 1539. (Trace route from Cuba.) He started across Florida. What was the condition of the country when de Vaca marched through? De Vaca encountered wildernesses and swamps during his march across Florida. Would de Soto encounter the same conditions? Yes, no one had cleared the way, for no settlements had been made. What about all of the baggage this immense company had brought? They would find it difficult to carry through this country.

De Soto then asked one of the chiefs at one of the Indian camps to give him slaves to carry his baggage through the dense forest. The chief refused. What do you suppose De Soto did? De Soto tried to compel the chief to give him slaves.

Yes, he attacked the tribe and took many prisoners. These prisoners were treated very cruelly, and De Soto tried to make them act as guides as well as slaves. He then asked them where the great cities were where gold and silver treasures were to be found. What answer would you expect the Indians to make? Perhaps they would not answer at all, or would tell him they did not know of any rich cities. Yes, one Indian said he did not know of any rich city. De Soto put him to death. What effect would this have upon the other Indian prisoners. Frighten them and make them tell wild stories of rich cities.

De Soto believed these stories, and off they started through the forest. Do you think the Indians were really leading the travelers to cities of wealth? No, they were treacherous, and wished revenge for the death of their friend. They led de Soto through the wilderness into swamps; then as many as could slipped away. What effect would this have upon the Spaniards? Make them afraid of the Indians. De Soto and his men scarcely had a night's rest. Some of them had to stand guard while the rest slept. How would this effect the men? Tire them out and perhaps cause sickness. Many of them grew sick, but still they struggled on. At the end of two years they had only crossed Florida, Georgia and Alabama. They were now in Mississippi. They had found no gold, but the brave and brutal leader, de Soto, would not turn back. One spring day, 1541, the Spaniards came to the shore of a large river. This river was wide and muddy, but had a strong current, and carried much driftwood with it. The Indians told him it was called the Mississippi, or the Father of Waters. What had he started out to find? Gold. Had he succeeded? No. What had he done? Found Mississippi River.

Would he be satisfied to turn back? No. He thought the rich cities might be on the other side of the river, but he had no boats in which to cross the river. What should be our problem for next time?

PROBLEM II. To learn how de Soto crossed the Mississippi, and if he found rich cities on the other side. Let us all contribute in making an outline for our history book.

FERDINAND DE SOTO.

1. Favors granted by Spain.
 - 1 Trip to Peru with Pizarro.
 - 1 Gained untold wealth.
 - 1 Reward for his bravery.
 - 1 Appointed governor of Cuba. 2 Given permission to explore Florida.
2. Expedition.
 - 1 Object. To find gold.
 - 2 Equipment: Nine vessels, 223 horses, 600 men.
 - 3 Landed at Tampa Bay, Florida.
 - 4 Marched westward across United States.
 - 1 States crossed: Florida, Georgia, Alabama, Mississippi.
 - 2 Difficulties.
 - 1 Troubles with Indians caused by de Soto's cruelty. 2 Swamps and wilderness.
 - 5 Discovered Mississippi River (1541).

ASSIGNMENTS: What do you know about de Soto before he started on his expedition through United States? Telling about his equipment. Write a story telling the cause of de Soto's trouble with the Indians.

Lesson II.

PROBLEM II. To learn how de Soto crossed the Mississippi river, and if he found rich cities on the other side of the river.

Where did we leave de Soto? On the bank of Mississippi River. Why had he not crossed the river? He had no boats. Why did he wish to cross? He thought he might find the rich cities. Without boats what might be the only ways to get across the river? Swim or build rafts. The whole company camped where Memphis now stands while rafts were built to carry them across. Then the weary search began again. They wandered through parts of Arkansas and North Louisiana, and returned to the mouth of the Red River. Here de Soto was taken sick with a fever. He knew that unless something should be done to make the Indians help him all would perish.

He sent word to an Indian chief that he was a child of the sun; and that all men obeyed him. He then declared that he wanted the chief's friendship, and ordered him to bring him food. The chief sent back word that if de Soto would cause the river to dry up he would believe him. This, of course, de Soto could not do. He was disappointed and discouraged at not being able to get food. He grew worse and died soon afterwards. His followers were anxious to hide his death from the natives, so they placed his body in the hollow of a scooped-out tree, and sunk it at midnight in the waters of the river which he had discovered. In what river then was he buried. Mississippi River. What do you think his men would want to do? Try to reach home.

They were in a wretched condition. Their clothing was nearly all gone. Few of them had shoes, and many had only the skins of animals and mats made of wild vines to keep them warm. They built seven frail barks and sailed down the Mississippi, avoiding Indians all the way, and in seventeen

days they came to the Gulf of Mexico. In fifty days more they succeeded in reaching a Spanish settlement on the coast of Mexico, where they were received with much joy. Of the gay company of six hundred and twenty who had set out with such high hopes, only three hundred and twelve men returned.

What was the object of de Soto's search? Gold. If he had found just gold, would his name have had so large a place in history? His name would not have had so large a place in history. To be known as Ferdinand de Soto, the first white man to behold the Mississippi River, is a distinction not to be equaled by the finding of untold wealth.

6 Preparations to cross river.

1 Encamped where Memphis now stands.

1 Rafts built to carry them across.

7 States crossed west of Mississippi River.

Parts of Arkansas and Northern Louisiana.

8 De Soto's death.

1 Taken sick with fever at the mouth of Red River.

2 Help refused by Indian chief.

3 Not being able to get nourishing food, death ensued.

4 Buried in the river he discovered.

9 Fate of his followers.

1 Their wretched condition.

1 Clothing; no shoes. 2 Built rafts. 3 Sailed down Mississippi.

ASSIGNMENTS: If you had been the Indian chief, would you have refused de Soto food? Why? In what two ways may we associate de Soto with the Mississippi River? Even though he failed to find gold, why is his expedition noted in history?

Discoverers and Explorers. Edw. R. Shaw. Builders of Our Country. Southworth. American History (First Book). Perry and Price.

SIR FRANCIS DRAKE

BY ALICE M. AMOSS

Sir Francis Drake was born in Plymouth, England, about 1545. His parents were very poor, and a rich uncle, Sir John Hawkins, took the boy in his care, sent him to school, and placed him when about fourteen years old as an apprentice on one of his vessels. While on the vessel Drake learned to love the water, and did his work so well that Hawkins put him in charge of one of his smaller ships.

From that time on he spent most of his time on the water, going on trading voyages to the western coast of Africa, and across the seas to the West Indies. At that time England and Spain were friends, but each was jealous of the other, and it was the delight of many of the English sailors to plunder any Spanish ships which they could catch, or to spy on the Spanish settlements in the New World. Many of these settlements were near the Gulf of Mexico; in fact, Spain really claimed all of the New World, and when on one of these plundering expeditions Drake handled his men very wisely, did his work very gallantly, and carried home the

Queen a large amount of silver and gold, she was so pleased that she made him captain of a small fleet of ships.

These he immediately took across the Atlantic, and for several years did nothing but worry the Spanish settlers, taking their treasures, rarely killing them. On one of these trips he hid his boats in a secret harbor, and traveled far into the interior of the Isthmus of Panama. Here he met some of the natives, who were very friendly to him. They told him of a great sea which stretched far out toward the west. Drake, with a few of his men, climbed a high hill and, looking out from it, saw for the first time the Pacific Ocean. Looking out on those waters Drake made a vow "to sail an English ship across that great sea."

He returned to England and told of his desire to sail into the Pacific, but the Queen was very busy at that time, and paid little attention to the desires of this ambitious sailor. Finally in 1577 she offered to help Drake get five small vessels and their crews together. It took him many months to fit out the ships with the finest of furniture and the richest of silver and gold trimmings, and to lay in a large supply of provisions.

In December, 1577, he started, sailing first for the western coast of Africa, and then across to South America, along the shores of Brazil. Until this time only a few of his sailors knew of their captain's plan, and now when he told them they became very much afraid. Some of them openly rebelled. But Drake quickly quelled the mutiny, and several were punished.

As they sailed southward the ships ran into many rough storms, discouraging some of the sailors so much that Drake allowed two of the ships to turn back before they reached the Strait of Magellan. A few days later, in a particularly bad storm, the other two boats became separated from him and could not be found.

Although Drake and his men were much worried, they kept on in their ship, the *Golden Hind*, through the Strait of Magellan, and finally into the Pacific Ocean, marveling much at the strange sights they saw on the land. They saw strange people on the shores with their bodies painted in all sorts of colors. They also saw large birds (ostriches), which could run faster than a horse, and many other strange animals and plants.

After sailing into the Pacific they were unable to go any farther for several weeks on account of bad weather, but when the storms cleared away they found themselves near the coast (of Chile), where they landed, putting in fresh food and water. Very slowly then they made their way up the coast, always on the watch for Spanish treasure, either in ships or on land, until they reached Panama. Here they loaded their ships with treasures of gold, silver and rich foods and, being followed by several Spanish vessels, pushed northward.

Drake ordered his men to keep sailing northward until they were as far north as what is now San Francisco. At this place they went ashore and, raising the English flag, took possession of the land for Queen Elizabeth, naming it New Albion. While doing this they saw several hundred natives of the place coming toward them. Queer looking people they were, having reddish skins, straight black hair and painted flesh. As they came near instead of preparing to fight, they crowded around Drake, offered to

put a crown on his head, and fell down before him to worship him. Drake refused the crown, and after exchanging presents with them gathered his men together and set sail.

As the weather was then getting very cold, it being in the month of November, Drake turned his vessel westward, sailing for many days across the Pacific until he came in sight of the East Indies, where he stopped several times to get food and water and to explore the islands.

All went well until they were on the shores of the Celebes, where they found that their ship was stuck fast on the rock, and although they tried in every way they could not move it for over a week. Then a sharp wind came up, and the sailors rejoiced to find their ship afloat once more.

From there they made their way around the Cape of Good Hope, and up past the western coast of Africa, stopping only long enough to take on fresh food and water, and finally sailed into Plymouth, September 26, 1580.

Drake and his men had been gone over two years, and had accomplished his aim, having been the first Englishman to make a voyage around the world.

Everyone in England was delighted to see the voyagers, and Queen Elizabeth was so pleased with Drake that she made him a knight, gave a reception in his honor, and ordered that his ship, the *Golden Hind*, should always be kept.

After returning to Plymouth Drake spent several years at home, but when the war with Spain broke out he went back to his old trade of plundering Spanish towns and ships. On one of his trips to Lisbon he burned a fleet of ships loaded with goods, and then hurried over to the Gulf of Mexico to find new mischief to do.

It was while in that Gulf, near the islands of West Indies, that he was taken sick, and, though given good care by his sailors, died, and was buried at sea, having been the first Englishman to "plough a furrow around the world."

References: *Pioneer History Story*—McMurry. *Life of Drake*—Jane Corbett. *Encyclopedia Britannica*.

PROCEDURE IN THE TEACHING OF DRAKE'S VOYAGE AROUND THE WORLD.

The children have studied about several Portuguese and Spanish navigators, especially Magellan, and incidentally have learned of the Spanish settlements in the New World. The latter part of Drake's voyage is well known to them from the study of other Portuguese and Spanish navigators.

TEACHER'S AIM.—To teach the voyage of Drake around the world as the greatest achievement of any Englishman, and how, incidentally, the two countries were striving against each other for wealth and renown; how the voyage of Drake compared with that of Magellan.

PUPIL'S AIM.—1. To learn of an explorer from another country, England, and how he kept his vow. 2. How Drake's work compares with that of Magellan.

Name some men about whom we have studied who have gone out from Spain and Portugal to explore unknown waters. What man succeeded in getting his ships around the world? From what country was he?

Let us learn today of an explorer from another country, England, who kept a vow he made, and caused his country to honor him.

This man was Francis Drake (write name on board). His birthplace, parents, uncle's care, etc. Ask questions to make children think, such as:

If he became an apprentice on his uncle's ships and spent the greater part of his time there, what might he learn to do?

Continue with the story, telling of early voyages and the vow which he made. Had anyone ever attempted this before? (Connecting with story of Magellan.) To whom would Drake go for help? How could she help him? What preparations would be made for so long a trip as the one Drake planned? (After children have answered tell that part of story).

Let us see now just what route he took. Tell story of voyage here, stopping many times to ask questions to hold attention and provoke thought, as: For what reasons would Drake stop? How might he be hindered on his trip? Why would he not sail far up the western coast of North America? For whom would he claim the land?

When telling of the latter part of his journey from the East Indies home have the children tell of the routes which other explorers had taken, and then tell that Drake followed these same routes homeward.

Tell last part of story. Now, let us see in what ways the work of Drake and Magellan were alike.

From what country was Magellan? From what country was Drake? How were their early adventures somewhat alike? What was the aim of each? Which accomplished his aim most successfully? What countries did Magellan claim for Spain? What countries did Drake claim for England? In what way were the two men alike? What characteristics would help them in carrying out their aims?

As a conclusion an outline could be made on Drake, or independent outlines could be made by the children. If an outline is made on Drake, I should have it made at the end of the story of Drake's life, and in another lesson carry out the comparison of Drake and Magellan, summing up as a conclusion the work of each.

AS ASSIGNMENTS OR SEATWORK.

- (1) A summary could be made of any part of the story.
- (2) Maps could be drawn showing part or all of his voyage.
- (3) Independent language stories could be given on titles given by teacher, as:

A Sea Fight with a Spanish Ship.

Drake Taking a Spanish Settlement by Surprise.

Drake's Adventures at New Albion, etc.

OUTLINE: SIR FRANCIS DRAKE.

I. Early life.

- a. Parents poor. b. Cared for by rich uncle. c. Apprentice on boat. d. Learned to love the water.

II. First voyages on seas.

- a. Trading vessels. b. Plundering trips. c. Bravery and skill shown.

III. Queen sends him in charge of fleet.

- a. Plunders Spanish towns. b. Captures large treasure. c. Obtains first view of Pacific.

IV. Drake makes vow and plans a trip.

- a. Queen gives help. b. Preparation made for trip.

V. The voyage around the world.

- a. Route of voyage.

- 1. Coast of Africa. 2. Around South America. 3. Northern journey. 4. Across Pacific to East Indies. 5. Homeward by familiar route.

- b. Troubles on the voyage.

- 1. Disobedience among crew. 2. Storms hinder them. 3. Spanish in pursuit.

- c. Gains made by Drake.

- 1. Treasures taken from Spanish. 2. New land claimed for England. 3. English flag around the world.

VI. Drake's return to England.

- a. Made knight by Queen. b. Golden Hind preserved. 3. Honored by countrymen.

VII. Death.

FRENCH IN AMERICA.

INTRODUCTION: From what countries had navigators come to America? Spain and England. Why had they crossed the ocean? To search for gold; to find a shorter route to India; for refuge. This little country, France (map), as yet had had no part in the discoveries or explorations in America; but when some fisherman in France heard of the codfish that the Cabots had caught near Newfoundland, they sailed across the Atlantic Ocean, without asking permission from their king, to get some of these fish. They came again and again, carrying boatload after boatload of fish back to France. Since these people were called Bretons they named their landing place in America, Cape Breton.

Very likely, Francis I, king of France, was not very much interested in the fisherman, but when he heard of the discoveries of the Spanish and English in America, he did become interested and what do you suppose he did? Decided to send ships over to make discoveries for France. What then should be our problem?

PROBLEM: To learn what discoverers and explorers were sent to America by France and what success they had.

When Columbus discovered America, all of the kings of Europe belonged to the Catholic Church. Whom did they recognize as their ruler? The Pope. When the kings of Spain and Portugal began to quarrel about lands outside their kingdom, the Pope settled their disputes by taking a map and drawing upon it a line from the north pole to the south pole, 370 leagues west of Cape Verde Is. He declared that all land west of this line not belonging to some Christian prince was to belong to Spain; all east of this line to Portugal. When Francis I heard of this, he said "I should like to see the clause in Father Adam's will which divides the world between the Portuguese and the Spaniards. I think France shall have a share too." What would he do? Send out an expedition. He sent out Verrazano in 1524 in search for a passage westward to India. Verrazano sailed to

the coast of North Carolina, then northward to Newfoundland. By this time his food became scanty, so he went back to France. He wrote a letter to the king telling him of the trees and plants along the coast and of the fur-bearing animals in the north. His brother drew maps of the route taken, which he also sent to the king. Just about this time Italy declared war against France and Francis I had no time to think of America, but ten years later he remembered the letter. What would he do? Send out another expedition. What should be our problem?

PROBLEM II: To learn of the adventures of the second explorer sent by France to America. Let us all contribute in making an outline of today's lesson for our books.

FRENCH IN AMERICA.

I. Reasons for coming:

1. Fishermen searching for new fishing grounds at Newfoundland.
2. Desire to obtain land in America.

II. Explorers sent out by king.

1. Verrazano 1524.

1. Sailed southwest to North Carolina, then northward to Newfoundland.
2. Food gave out, went back to France.

ASSIGNMENTS:

Tell about the fisherman who came from France to Newfoundland. Tell about Verrazano's trip to America.

Lesson II.

PROBLEM: To learn of the adventures of the second explorer sent out by the king of France to America.

How long had it been since Verrazano came to America? Ten years. Why had the king of France not sent another explorer up to this time? Because of war with Italy. What is our problem for today?

Francis I sent out Cartier, 1534, to seize the land Verrazano had explored. His two ships reached the coast of Newfoundland, sailed through the Straits of Belle Isle and entered the Gulf of St. Lawrence. (Trace on map.) Landing at Cape Gaspe, he set up a cross, thirty feet high, upon which was carved in French, "Long live the King of France." What kind of people would he find here? Indians. How do you think they would feel about this cross? Afraid of it. The chief of an Indian tribe protested against the cross, but Cartier invited him and his two sons on board his ship when he told them that the cross was only set up as a guide-post by which the French could find their way back to bring him presents of brass kettles, iron and other trinkets. He then persuaded the two Indian boys to go to France with him. After dressing them up in gay coats and red caps and putting chains of copper beads about their necks, they were ready to go. When Cartier reached France, how did the king feel at his report? Very much pleased. What would he be anxious to do? Send Cartier back to America. He did send Cartier back early the next year, 1535. This time he had three ships and three hundred men. He also brought back the two Indian boys who had been treated very well in France. He sailed up the St. Lawrence bay into St. Lawrence river. He named the bay and river "St. Lawrence," because it was "St. Lawrence Day" when he entered the bay.

He sailed on until he came to an Indian village, Stodacone, where Quebec now stands. The Indians were very friendly and told him of an Indian village, which was very rich a little distance away. What help could the two Indian boys give? Act as guides, or as interpreters. They led him to Hochelaga, as the village was called. The travelers entered the town through the narrow gate. What should you like to know about this town? How large it was. What kind of houses they found. How the people were treated by the Indians.

There were about fifty very queer dwellings. Each dwelling was fifty yards long and twelve or fifteen yards wide. In the middle of the town was an open square. Here a great feast was prepared for the white people. Cartier distributed presents among them and then the Indians guided him through the forest to Montreal or "Royal Mountain," as Cartier called it. They went back to Quebec where they built a fort since they must remain all winter. Why? St. Lawrence river was icebound. In the spring they returned to France where Cartier gave his report to the king. What did he have to report? Discovery of St. Lawrence river and bay. Location of the rich Indian village.

How did the king feel about the report? Very much pleased with it. What would he wish to do? Send out another expedition. This was impossible, however, because of trouble in France. What should be our problem next time?

PROBLEM: To learn what the trouble was in France and how it affected the explorers sent by France. Let us make our outline for our books.

2. Cartier, 1534.

A. First voyage.

1. Sent by king, Francis I, to seize land explored by Verrazano.
2. Reached coast of Newfoundland, sailed into Gulf of St. Lawrence.
3. Erected a cross at Cape Gaspe.
 1. Relations with Indians.
 1. Indian chief objected to cross. 2. Cartier said, "Cross was only guide post for French." 3. Took two boys back to France.

B. Second Voyage, 1535.

1. Came with 3 vessels, 300 men, and the two Indian boys.
2. Sailed into St. Lawrence Bay and St. Lawrence River. Named the bay and river.
3. Stopped at Stodacone or Quebec.
 1. Indians very friendly.
 1. Acted as guides.
 1. To Hochelaga. 2. To Montreal or Royal Mountain.
4. Went back to Quebec. Remained all winter.
5. Returned to France in spring.
6. King very well pleased.

ASSIGNMENTS:

1. Why was it better for Cartier to treat the Indian chief at Gaspe kindly? 2. If you had been a little French boy, how would you have treated

the two Indian boys while they were in France? 3. Tell about Cartier's first trip. His second trip.

Lesson III.

PROBLEM III: To learn of the trouble in France and how it affected the explorers sent by France to America.

Why was not Cartier sent back to America? Because of trouble in France. Today we were to learn what? What that trouble was.

The Catholics wished to make the Protestants turn to their faith. Because they would not do this, they were attacked and persecuted by the Catholics. What did some of the Puritans in England do when they were persecuted by the Catholics? Came to America. Jean Ribaut was sent by Coligny, the Protestant leader, 1562, with a company of Protestants to escape the persecution. He sailed to Port Royal, S. C., where Ribaut left a colony, then taking his two ships went back to France. Trouble there kept him from returning to America until 1564. How had the colonists fared? Food gave out, suffered from hunger.

They had suffered so keenly from hunger that they built a raft and making sails of their shirts and sheets started back to France. They were picked up by an English vessel and taken prisoners to England. When Ribaut arrived, 1564, with seven shiploads of supplies, he could find no trace of them, so he sailed south and entered St. John's river where Laudonierre had been sent by Coligny with three shiploads of Protestants. How did these people feel when Ribaut arrived? Very happy to receive supplies. They had built a little town which they called Fort Caroline, and engaged in hunting, fishing and farming.

We will now make our outline for our books.

III. French who came to America for refuge.

1. Reasons for seeking refuge.

1. Protestants persecuted by Catholics. 2. Colonies sent out by Coligny.

1. Jean Ribaut's first company.

1. Sailed to Port Royal. 2. Ribaut returned to France. 3. Colony suffered from hunger. 4. Started back to France, taken prisoners.

2. Ribaut's second company.

1. Could find no trace of first company. 2. Joined Laudonierre's colony in Florida on St. John's river..

REFERENCES:

Our Country's Story—Tappan. McMaster's Primary History of United States. Builders of Our Country—Southworth. First Course in American History—Hodgdon.

SAMUEL DE CHAMPLAIN.

INTRODUCTION: To what Indian village did the two Indian boys lead Cartier when he returned to America? Hochelaga. Has there been a French settlement made? Only the little town of Fort Caroline in Florida. Should you like to hear of another Frenchman, Samuel de Champlain, who having heard of Cartier's account of Hochelaga came from France to visit it? What should you like to learn about him? Some of his adventures during his trip.

PROBLEM: To learn something of Champlain's adventures during his trip to America.

Champlain who was very anxious to explore the country of which Cartier had written came from France, 1603, with a company sent over by the king to trade in furs with the Indians in Canada. He explored the banks of the St. Lawrence river. Where else was it he wished to go? To Hochelaga.

He pressed eagerly forward to find this Indian village. When he finally reached it, he found it a ruin with all the cabins destroyed and the corn field laid waste. The explorers returned to France early in the autumn. The next year, 1604, the two ships came again, this time to make a settlement in the New World. They tried a rocky island in Passamaquoddy Bay, then moved to Port Royal, where they spent three winters. When spring came it brought bad news from France. The French king would no longer support the colony in America. What was the only thing for them to do? Return to France. With heavy hearts, the colonists prepared to go home. The Indians followed them to the water's edge and cried bitterly.

Champlain was very much discontented in France since he had seen the beauties of the New World, so he came again, 1608, this time to make a settlement. He chose Quebec on the St. Lawrence river, the site of the old Indian village. Why would he choose this site? Easy for shipment. What would you like to know about this settlement? Kind of a settlement it was. To make a settlement, what must he do? Cut down trees, build houses. He built a few small houses around an open square and outside of these a wooden wall. Then he dug a ditch outside the wall. Why this ditch and wall? To protect them from roving bands of Indians.

Where did Champlain get his idea of digging a ditch about his settlement? From the moats about manors in France. In the center of the square Champlain set up a pole with a dove-cote on top. Why did he do this? To show the Indians that he intended to live peaceably among them.

Gardens and small farms were laid out and the Indians were encouraged to begin trading with the white people. What would they trade? Furs. After a pleasant autumn, what kind of a winter would they expect? Long severe winter. What about their supply of food and water? Would give out.

Where would supplies come from? From France. Champlain's courage and energy kept up the hopes of this little colony until supplies did come. More settlers also came, and then the little colony began to prosper. After a little while Champlain brought his young wife, Helen, a beautiful and earnest Catholic, to live in this cold little settlement. She worked for five

years among the Indian women and children trying to convert them to her faith. Helen's Island in St. Lawrence river is named for her. These Indians who loved Helen so well lived constantly in fear of another tribe of Indians known as the Iroquois or Five Tribes. They told Champlain about these Indians and also about a beautiful lake in their country. What would Champlain wish to do? Visit this lake. Yes, he hoped that he might also find India. What should be our problem for next lesson?

PROBLEM: To learn if Champlain succeeded in finding this lake and if he found the route to India. Let us make our outline.

Samued de Champlain.

I. First trip.

1. Reasons for coming to America (1603).

- a. To explore country described by Cartier. b. To find Hochelaga.

2. Results of trip.

- a. Explored banks of St. Lawrence river. b. Found Hochelaga in ruins. c. Returned to France.

II. Second trip.

1. Discontented in France.

2. Came to Quebec on St. Lawrence.

1. Decided to make settlement.

1. Trading post built. 2. Few small houses. 3. Surrounded by wooden wall and ditch. 4. Dove-cote: sign of peace.

3. Trade in furs began.

4. Helen's work among Indians.

ASSIGNMENTS: Why did Champlain come to America? What were the results of his first trip? Describe the little village of Quebec. Why was Helen liked by the Indians?

Lesson II.

PROBLEM: To learn something of Champlain's adventures in reaching the lake in the country of the Iroquois.

Why did Champlain build the wall and ditch about Quebec? As a protection against roving bands of Indians. Knowing this, do you think it would be safe for him to start through the wilderness to hunt for this lake and the route to India? It would not. Whom might he get to protect his party? The friendly Indians. What about Helen, could he take her? Get the Indians to promise to protect Quebec.

These friendly Indians belonged to the Algonquin tribe. They with the Hurons, a neighboring tribe, were very much afraid of the Iroquois. Champlain promised the Algonquins and Hurons that he would help them fight the Iroquois if they would lead him to the beautiful lake and protect Quebec while he was away. They agreed, and the braves who were chosen to go made mighty preparations for the long march through the wilderness.

What did they do? They prayed to their gods and danced war dances. They made new weapons and put fresh paint on their faces. When all was ready, the guides led the war party, which consisted of Champlain and

eleven white men in a small boat. Each had his gun, sword and armor. Around them were 100 birch canoes filled with Indians. Swish! swish! went the water as one hundred paddles pushed the canoes up the St. Lawrence. Here they encamped and some of the Indians got to quarreling. What do you supposed happened? They went home. Yes, three-fourths of them paddled away home. The rest started out up the river until they came to a place where the river was full of rocks. Nine of the white men went back to Quebec with Champlain's boat. What could he do? Go in a canoe with some of the Indians. That is what he did and on they pushed until they came to the great lake for which they were hunting. They named it "Lake Champlain" (map). Now in whose country were they? In the country of the Iroquois. How must they proceed? Very cautiously. When would they travel? At night. All day, they hid in the woods. At night, they stole quietly over the lake. About ten o'clock one night, they saw some dark objects on the lake ahead of them. These were the Iroquois, who immediately saw them. What happened? Iroquois prepared to attack them. How do Indians fight? In ambush. Yes, they landed and the Iroquois began to cut down trees for a barricade. What do you suppose Champlain did? Stayed on the lake and fastened the canoes together with poles. What had the white men carried with them? Armor, guns, swords. Before daylight, Champlain and the other two white men put on their armor. Over their shoulders, they hung their ammunition boxes. They hung their swords at their belts and took their guns in their hands. When it grew light, they kept hidden under Indian robes. They were in separate canoes. The canoes were pulled up close to the shore and the Algonquin-Huron party landed, the Frenchmen hiding behind them. Two hundred Iroquois came marching to meet them. The Indians began to feel anxious when Champlain stepped out in front of them clad in full armor. The Iroquois were thunder-struck? Why? Had never seen armor. Champlain aimed his gun. Bang! A chief fell dead and another rolled into the bushes. Champlain's Indians gave a terrible yell and shot many arrows. For a time, the Iroquois shot back, but bang! bang! went the gun again and again. They could stand it no longer, but fled in terror through the bushes. What did the Hurons and Algonquins do? Pursued them. Yes, and many of the Iroquois were killed; many taken prisoners and the rest ran away. How did this make the Iroquois feel toward the French? Made them hate the French. Yes, and they had many wars after this. Because of this hatred the Iroquois joined the English a number of years later and helped them to prevent the French from getting control of New York. Champlain and his Indian friends then went back to Quebec. He was made governor of Canada which office he held until his death. While he held this office, he did all that he could for Quebec and the friendly Indians. He made many journeys to France in their behalf. He brought priests who learned the Indian language so that they might teach the Indians the Christian religion and be their friends. The French pushed farther and farther west into the wilderness, establishing forts and missions where the Indians might come to learn of the new religion or perhaps be cured of some disease. Let us name the results of Champlain's voyages. He discovered Lake Champlain and Lake Huron.

He planted the French people firmly in Canada, 1608. Can you tell something else he did? Established the fur trade, 22,000 beaver skins being sent in one year to France. Fishermen were still working off Newfoundland.

On Christmas Day, 1635, he died in the little community that he had founded, and where his record still lives. Well had he earned the title, "Father of New France." Let us make the outline, each one contributing some little part.

5. Search for Lake Champlain.

1. Promised to help fight Iroquois if Indians would guide him to lake.
2. Preparations for voyage.

1. New weapons. 2. Fresh paint. 3. Prayers and war-dance.

3. On the way.

1. Champlain and eleven men, Armor, guns and swords. 2. One hundred canoes of Indians. 3. Quarrel among Indians. Return of three-fourths of Indians. 4. Return of 9 white men.

4. In Iroquois country.

1. Lake Champlain reached. 2. Traveled at night.

5. Battle with Iroquois.

1. Would not fight on water. 2. Champlain to the front. 3. Iroquois defeated.

6. Champlain's work in Canada.

1. Made first permanent settlement (1608).

2 Governor of Canada.

1. Brought priests.

3. Fur trade established.

7. Death of Champlain.

1. On Christmas Day 1635.

8. Honor paid him.

1. Monument erected in Quebec. 2. Title "Father of New France" never forgotten.

ASSIGNMENT: Tell of the preparations made by the Indians for journey to Iroquois country. Why did not the battle take place on the lake? Why were the Iroquois frightened when they saw Champlain? Tell of Champlain's work.

REFERENCES: Our Country's Story—Tappan. McMaster's Primary History of the United States. Builders of Our Country—Southworth. First Course in American History—Hodgdon.

JOILET AND MARQUETTE.

INTRODUCTION: What kind of a post was established in Quebec? Fur-trading post. What kind of people came to this settlement? Fur-traders and adventurers. What had been Helen's work among the Indians? To try to convert them to her faith. Whom had Champlain brought to work among the Indians? Priests. Not long after Champlain's death, Marquette, a French priest, came to Canada to try to convert the Indians. For years he worked at a mission on Lake Superior. The Illinois Indians who came often to the mission told him of a great river they had to cross on

their way. This river they called "Mesipi." Marquette was very anxious to find this river which he thought must flow into Gulf of California. What may we take for our problem?

PROBLEM: To learn if Marquette found the Mississippi river and something of his adventures on his trip.

What is it that Marquette is most anxious to do? Find "Mesipi" river. Could he go alone? No, dangers of wilderness. Did not know route. What might he do? Ask the French government to help him.

Governor Frontenac, the French governor sent Joliet, a courageous and hardy young explorer, to explore the great river. Marquette was ordered to go with him. Five men were hired to paddle their canoes for them. They started from the head of Lake Michigan and paddled up the Fox river, then with the help of some Indians carried their canoes across land to the Wisconsin river and the rest of the journey was down stream. They floated on until they reached the Mississippi. Into this river, they guided their canoes and continued their voyage. On the banks they saw Indians, forests and fields of corn. They met one tribe, the Illinois, which were very friendly. They received them with kindness. Marquette explained in his gentle way that he had come to tell the Indians of the God who loved them. The Indian chief met them at the door of the wigwam holding up his hands as if to shield his eyes from a great light. His greeting was, "Frenchmen, how bright the sun shines when you come to visit us." After smoking the peace pipe Marquette and Joliet went with the Indians to another village to visit the great chief of all the Indians. Here Marquette told them that he was a messenger from God and spoke in the Algonquin language. (He knew the language of six Indian tribes.) He also told of Governor Frontenac and asked about the Mississippi river. A great feast was served. What kind of food? Buffalo and dog meat, fish, porridge. After the feast, they went to sleep on buffalo robes. The next morning, the chief and 600 braves went to the shore to bid them farewell. The party then paddled on down the river past the mouth of the Illinois to the mouth of the Missouri (angry muddy water). Marquette made several halts to preach to the Indians, then went on down to the mouth of the Arkansas, where they became fully convinced that the Mississippi flowed into the Gulf of Mexico and not into the Pacific Ocean. If they went on they might be killed by the Spaniards whom they feared more than the Indians, so they decided to go back to Canada and report what they had found.

The heat had been very trying to Marquette and he was taken sick on the way. When they reached Green Bay, they left Marquette. Joliet went on to Quebec to tell Governor Frontenac what they had discovered. The next fall, Marquette went to the home of the Illinois Indians. Here he preached to the Indians until he felt that he was dying, when he asked to be taken back to Green Bay where he died. The following year, a party of Indians removed his body with solemn ceremony to the mission where Marquette had worked, there to rebury it beneath the floor of the chapel.

JOLIET AND MARQUETTE.

I. Reasons for Marquette's coming to America.

1. To convert the Indians.

II. Desire to explore Mississippi river.

1. Joliet sent with him.
2. Five men hired to paddle canoes.

III. Trip down Mississippi river.

1. Experiences with Illinois Indians.

1. Compared Marquette to the sun.

2. Visit to "Great Chief."

1. Preached to them.
 2. Feast given.

IV. Return to Canada.

1. Reached Arkansas river.
2. Feared cruelty of Spaniards so decided to return to Canada.
3. Marquette's illness.
4. Joliet's report.
5. Marquette's death.

ASSIGNMENTS: For what reason did Marquette come to America? How came he to desire to explore the Mississippi river? Who aided him. Tell of his death.

REFERENCES: Mace's History Reader—Book I. Stories of Great Americans for Little Americans. McMaster's Primary History of United States. Builders of Our Country—Southworth. First Course in American History—Hodgdon.

LA SALLE IN THE MISSISSIPPI RIVER.

INTRODUCTION: What explorer went with Marquette on his expedition through the Mississippi Valley? Joliet. What were the results of this expedition? Claim, by France, of the territory near the Mississippi river; idea gained of the beautiful scenery and advantages of Mississippi Valley. Who had carried this report to Governor Frontenac of Canada? Joliet. What would France be anxious to do? Secure control of the Mississippi river from its source to its outlet. How would they do this? Send an explorer to sail down this river and take possession of the river and the adjoining land in the name of France. Should you like to hear of some of the adventures of the man who attempted to explore and take possession of this land for France?

PROCEDURE.

What should we learn first about this man? His name and something of his early life.

The man chosen for this work was Robert Cavalier de la Salle, known in history as the Prince of Explorers. He was born of wealthy parents in France and received an excellent education under the Jesuit priests.

During his early manhood, La Salle lost much of his wealth and having heard through his brother, who was a priest in the seminary of St. Sulpice. Canada, of the riches of the fur trade in America decided to come here and engage in this business.

Where would he establish a fur-trading post? In Canada. He secured a grant of land near Montreal and built a fort-like post. He named it La Chine because he thought it was on the route to China. What two other French explorers had been in this region? Champlain and Cartier.

La Salle encouraged settlers to come by giving them small plots of ground. In a year the underbrush had been cleared, the trees cut down and a village built with a strong palisade around it. Why? Protection from Indians. The settlers planted about 10 or 12 acres of corn. La Salle was growing rich trading in furs, but he was most anxious to secure the land for

France and also to see if the St. Lawrence River were not on the water route to China. To whom would he go for knowledge about the country? The Indians.

He studied the languages and habits of the Indians, not only of the Algonquin and Huron tribes, but of the Iroquois also. He made a journey into the district of the Iroquois and then by making friends with them learned of the Ohio River. It is supposed that he sailed down this river as far as Louisville. He went to France twice in the interest of his colony in New France and on the last trip received permission from the king to build forts in the Mississippi valley. He brought Henri de Tonty, a young Italian soldier whom he met in France to America with him. He also brought sailors, carpenters, anchors, and cables for he intended to build a ship on the lakes. He built a store house at Niagara but the Indians were displeased when he began to build his ship. Why? Their suspicious natures made them afraid.

They threatened to burn the ship but did not carry out their threats so the "Griffin," as he named the ship, was finished and towed up the Niagara river and then into Lake Erie. Hennepin, a missionary, accompanied him. How would the colonists feel when this boat sailed across Lake Erie? Very happy and proud.

Amid great rejoicing, firing of cannon, and singing of songs, she spread her white sails, the first to be seen on the waters of the Lakes. They sailed on into Lake St. Clair, then into Lake Huron until they reached the mission town, where Marquette was buried. (Trace journey of Griffin on wall map, on outline base map on desk.)

What would they wish to do? Stop to visit Marquette's tomb. They fired the cannon of the Griffin as they neared the mission, then landed and marched to the chapel and knelt before the altar.

La Salle then sailed through the straits and to the head of Green Bay where he found the men who had been sent on ahead with a great quantity of furs. Laden with these, the Griffin sailed for the store-house on the Niagara, where some men were to meet it and take the furs on to Canada. What should be our problem next time?

PROBLEM II: To learn of La Salle's adventures after sending away the Griffin.

LA SALLE IN MISSISSIPPI VALLEY.

1. Early Life.

1. Born of wealthy parents in Reoun, France. 2. Educated under Jesuit priests.

2. Reasons for coming to Canada.

1. To find mouth of "Father of Waters." 2. To gain possession of land for France. 3. To regain his fortune by trading in furs.

3. His plans.

1. To sail through Great Lakes. 2. To explore and build forts.

4. His journey.

1. Built ship called the "Griffin." 2. Towed boat up Niagara river. 3. Sailed through Lakes Erie, St. Clair and Huron. 4. Stopped at Marquette's Mission. 5. Griffin laden with furs. Sent to Niagara.

ASSIGNMENT: Draw map of Great Lakes showing La Salle's journey to Marquette's Mission. Why was La Salle most anxious to make friends with the Indians? Why was La Salle anxious to build a boat?

Lesson II.

PROBLEM II: To learn of La Salle's adventures after sending the Griffin off to Niagara.

PROCEDURE.

At the head of what lake did La Salle load the Griffin with furs? Green Bay on Lake Michigan. After sending off the Griffin, La Salle, with fourteen men and four canoes went down Lake Michigan to the St. Joseph River. Here he built a fort and waited until December hoping that the Griffin would return, but no Griffin came. He sent two men, with Tonti as their leader to seek her while he with the others made his way to the Illinois River. They sailed down this river until they came to an Indian village. La Salle told the Indians that he had come to protect them from their enemies. What would Hennepin's work be? To tell Indians of the true God.

La Salle then told the Indians that he was going to build a great wooden canoe with which to sail the Mississippi river. This pleased the Indians and they feasted and entertained the white men.

That night some Indians, hostile to La Salle, came to the camp and told the Indians that La Salle was going down the Mississippi river to stir up the Arkansas tribes to fight against the Illinois. What effect would this have upon the friendly Indians? Make them afraid to let La Salle go down the Mississippi river.

When morning came it was easy to tell that a change had come over the Illinois Indians for they began to tell stories of the terrible danger of the river. What might they tell? Of fierce monsters, and of great whirlpools. Would these tales frighten La Salle? No, he was too brave to let such tales trouble him.

But his men were very much alarmed. Six ran away that night and some of the others tried to poison La Salle. Tonti came just about this time, but brought no news of the Griffin. What must have happened to her? Sunk in the lakes. Overcome by a storm.

La Salle and his men then pushed on farther down the river where they built a fort called Fort St. Louis or Starved Rock. A little farther on, they built a fort known as Fort Crevecoeur (Broken Heart).

La Salle's ship was lost; many of his men were unfaithful; his enemies at Canada were plotting against him and yet he did not lose hope. He still wished to try to reach the mouth of the Mississippi river. What must he do? Build another ship. His sawyers had run away, how would he overcome this difficulty? Saw the timbers himself. How would this make the others feel? Very much ashamed and make them willing to help.

They all set to work and in six weeks the ship was half done. But there were no anchors, no cables, no rigging. Where must they go for these? To Canada.

Yes, the only place to get them was at Montreal and that was 1,000 miles away. What do you think this brave man did? Went all that distance to get the rigging.

Before he started for Montreal, he sent Tonti back to Fort St. Louis or Starved Rock to fortify it. He sent Hennepin to explore the Mississippi and Illinois rivers. It was a fearful journey which La Salle and his companions had, sometimes pushing the canoes through the drifting ice, sometimes walking over land for many miles carrying their canoes on their shoulders; sometimes in danger from the Iroquois; sometimes torn by brush and briars through which they made their way, yet they pushed bravely on until the Niagara River was reached. By this time, all but La Salle were exhausted. What would he do? Leave his companions at Niagara and push on again.

He secured three fresh men and pushing on again, reached Fort Frontenac in May where news awaited him that the Griffin was lost and that a ship from France laden with supplies for him had been wrecked. He did not give up however, but went on to Montreal for his supplies then returned with them to Fort Frontenac. What must be our problem next time?

PROBLEM III: To learn if La Salle reached Crevecoeur with the supplies and if they aided him in reaching the mouth of the Mississippi River.

OUTLINE.

6. La Salle's trip down lake to St. Joseph's River.
7. Waited until December for return of Griffin.
8. Made his way to Illinois River.
9. Sailed down Illinois River to Indian village.
10. Treatment by Indians.
 1. At first very kind.
 2. Later—suspicious of La Salle.
11. Fort Crevecoeur built.
 1. Boat started.
12. Trip to Fort Frontenac for rigging.
 1. Rough journey of 1,000 miles.
 2. Bad news received there.
13. Supplies secured at Montreal.

ASSIGNMENTS: Why was Fort St. Louis named Crevecoeur or Broken Heart? Tell about La Salle's trip to Montreal for the rigging, anchors. Why were the Indians justified in becoming suspicious of La Salle?

Lesson III.

PROBLEM III: To learn if La Salle reached Crevecoeur with the supplies and if they aided him in reaching the mouth of the Mississippi River.

PROCEDURE.

When La Salle reached Crevecoeur the following winter, he found his men gone, his fort pulled to pieces, but his ship was almost as he had left it. On one of the planks was written in French, "We are all savages." What was La Salle's one great aim? To reach the mouth of the Mississippi River.

He pushed on down this great river for a short distance, then turned his canoes and went back to Fort Frontenac. In December, 1681, La Salle started once more with Tonti, whom he found at Frontenac, on his dangerous journey. With them were twenty-three Frenchmen besides about thirty Indians. They entered Chicago River from Lake Michigan. How would they find this river in winter? Frozen over. (December.)

They made sledges and loaded the canoes and baggage on them, crossing the river in this way. They then went overland to the Illinois River and

finally reached the Mississippi River. They sailed on past the mouths of the Missouri and Ohio Rivers until they reached the mouth of the Arkansas River. Here La Salle raised a cross bearing the arms of France and took possession of the country for the French king. He then pushed on south until they reached the Gulf of Mexico. He had reached his journey's end, the mouth of the Mississippi. (Trace route on wall map. Record on base map on desk.) Here he proclaimed in a loud voice that he was taking, for France, all the land extending from the Ohio River to the mouth of the Mississippi River including all the rivers which flow into the Mississippi. To this vast region he gave the name of Louisiana or Louis' land. It extended from the Alleghanies to the Rocky Mountains, and from the Gulf of Mexico to Canada. (Show on wall map.) (Mark boundaries on base map on desks.)

Then the party began the slow journey back up the stream, La Salle finally reached the Mackinac river and there began to lay great plans. They went on to Starved Rock or Fort St. Louis where they cut away trees and built storehouses, log huts and a palisade. In the valley below, hundreds of the Illinois Indians came and built their wigwams that they might be safe from their enemies, the Iroquois. Tonti was put in command of this fort. What would La Salle be anxious to do in order to hold the land at the mouth of the Mississippi river for France? Plant a colony. What will be our problem next time?

PROBLEM IV: To learn if La Salle succeeded in planting a colony at the mouth of the Mississippi River.

OUTLINE.

14. Return to Fort Crevecoeur.

1. Men gone, fort destroyed. 2. Ship almost as he had left it.

15. Journey continued down Mississippi River.

16. Return to Fort Frontenac.

17. Started again for mouth of Mississippi River.

1. Tonti, twenty-three Frenchmen and thirty Indians.

18. Reached mouth of Arkansas River.

1. Cross raised. Possession of the land taken for France.

19. Reached mouth of Mississippi River, April 9, 1682.

1. Claimed entire Mississippi Valley for France. 2. Named territory, Louisiana or Louis' Land.

ASSIGNMENTS: Tell about La Salle's journey from Fort Frontenac to the mouth of the Arkansas River. Why would the white people be glad to have the village of Illinois Indians so near them?

Lesson IV.

PROBLEM IV: To learn if La Salle succeeded in planting a colony at the mouth of the Mississippi River.

PROCEDURE.

Before La Salle could attempt to plant a colony in this new country, what must he do? Gain permission from the king of France.

In 1684 La Salle was in France. His purpose was to ask the King for one ship and 200 men, that he might build a fort at the mouth of the Mississippi River. The king granted his request giving him four ships instead of one, and a colony of more than 150 persons.

La Salle planned to reach the mouth of the Mississippi River by crossing the Gulf of Mexico (trace on map), but he passed the mouth of the Mississippi without knowing it and entered Matagorda Bay off the coast of Texas. (Locate.) He thought he was off the western shore of the Mississippi. He ordered the ships to be brought into the bay and the men to go on shore. One of the ships was wrecked on a reef. He sent two ships back to France. After building some houses for his little colony, La Salle went northward with about 50 men. They were gone about five months and returned ragged and wearied and everyone discouraged but La Salle.

A few days after his return, the ship that he had kept was wrecked. Many of his colony had died of disease and La Salle himself was much broken in health. He resolved to find the Mississippi River and journey back to Canada to get supplies.

Everyone set to work to prepare for this journey. The sails of the wrecked vessel were cut up and pieced with deer skins to make coats for the men. When all was ready, across the prairies they journeyed. One day the men fell into a quarrel about some buffalo meat. Three were killed, among them La Salle's nephew. When La Salle missed his nephew he asked where he was. One of the party impudently answered "He is skulking about somewhere."

La Salle rebuked him for his manner of speaking, and just then an arrow whizzed from the grass and La Salle fell over dead. A few of La Salle's companions succeeded in reaching Fort St. Louis. How would Tonti feel when he learned of La Salle's death? Very sad. He grieved bitterly when he learned the sad news.

These Frenchmen at last found their way back to Montreal. The French king refused to send aid to the starving colonists in Texas so Tonti resolved to rescue them. They journeyed with Tonti to the lower Mississippi then deserted him and he returned to Starved Rock where he commanded the fort for many years. What had the king of France given La Salle permission to do? Plant a colony at the mouth of the Mississippi River.

Where La Salle had plowed, others were to sow the seed. His great plan was carried out and forts were established from the Great Lakes to the Gulf of Mexico. By 1689 the French were in possession of the broad valleys of the St. Lawrence and the Mississippi Rivers and were watching for an opportunity to seize the land in the Hudson Valley. They found that the English would reach the Great Lakes and become rivals in the rich fur trade of the northwest. But standing like watchdogs guarding New York state were the Iroquois or Five Nations ready always to fight their old enemies and to help their friends, the English. Will the French king be able to keep this coast country abounding in lakes and rivers, in hills and valleys far greater than any in all Europe?

OUTLINE.

5. Attempt to plant a colony.

1. Permission granted by king of France.

1. Four ships given, 150 people sent.

2. Attempt to reach mouth of Mississippi River by way of Gulf of Mexico.

3. Passed mouth of river.
4. Entered Matagorda Bay.
5. Colony established on coast of Texas.
6. Second attempt to find mouth of river.

1. Desire to get supplies from Montreal. 2. Preparations and difficulties of journey.

6. Death of La Salle.

1. Quarrel about buffalo meat. 2. Death of nephew. 3. Arrow shot from ambush.

7. Work of La Salle.

1. Explored Mississippi River to mouth. 2. Establishment of chain of forts along Mississippi River from Great Lakes to Gulf of Mexico.
3. Possession of land in Mississippi valley gained for France, 1682.

ASSIGNMENTS: Why is La Salle's name famous in history? Tell about La Salle's death. Why was it so much easier for La Salle to pass the mouth of the Mississippi River than for ships of this day?

REFERENCES: American History—Riggs. Stories of Heroism—Mace. Discovery of Old Northwest—Baldwin. Builders of Our Country—Southworth. First Course American History Bk. I—Hodgdon.

Colonization

ATTEMPTS AT COLONIZATION. FRENCH AND SPANISH IN FLORIDA.

INTRODUCTION: Why did the French come to America? To search for new fishing grounds. To gain a share in the land in the new continent. To escape persecution by the Catholics. Who brought the Protestant companies over. Ribaut and Laudonierre. Where did Laudonierre take his company? To Florida on St. John's river. Where did Ribaut take his companies? One to Port Royal, S. C., the other to join Laudonierre's on St. John's river, Fla. What became of the company at Port Royal? When Ribaut went back there, two years later, the company had disappeared. They had built a raft and started back to France but were picked up by an English vessel and taken prisoners to England. What did he do when he could find no trace of his colony? Sailed to St. John's River, where Laudonierre had been sent with a company of Protestants by Coligny. Why was Laudonierre's company glad to see him? They were glad to receive the supplies Ribaut had brought and also to have other Protestants join them. What did Ribaut find Loudonierre's company had done? Built a little village, which they had called Fort Caroline. What occupations had these people in this little village? Fishing, hunting, and farming. What other country had sent people to explore Florida? Spain. What Spaniards had explored Florida? Ponce de Leon and Cabeza de Vaca. How do you think the king of Spain felt when he heard of this French settlement in Florida? Angry because he claimed Florida since Ponce de Leon and de Vaca had explored it. Then what problem may we make for a further study of this little French colony at Fort Caroline?

PROBLEM: To learn if the King of Spain troubled the colony at Fort Caroline and the result.

When rumors of a French settlement in Florida came to the king of Spain, what would he be likely to say? That they must leave. What action would he take to make them go? Send an expedition to drive them out.

A Spanish officer whose name was Pedro Menendez was sent with almost unlimited power to defend the rights of Spain. What must he do before attacking the French settlement? Find out the strength of the French settlement. What would be the best way to do this? Land somewhere near them and send out spies to find where the settlement was and its strength. That is exactly what they did. Menendez took possession of the forsaken home of an Indian chief and strongly fortified it. Why? To prevent an attack by the French or Indians. Thus was founded, 1565, the oldest town of the United States, St. Augustine. When the French at Fort Caroline heard of this Spanish settlement at St. Augustine, what do you suppose they decided to do? Strike the first blow. Their best chance lay in attacking the Spaniards from the sea. Who would be chosen from this company to make the attack? The strong men and leaders. How would the women and children feel when they departed? Very sad and sorely frightened.

Hardly had the ships left the harbor when a frightful storm broke upon them. It raged for days. What would be effect upon the ships? Every

ship was wrecked. What would the Spaniards do when they saw the misfortune that had befallen the French? Rejoice, because of the impossibility of the French to land. What action would the Spaniards take? Prepare to attack the unprotected Protestants at Fort Caroline. How would they attack Fort Caroline? By land.

It was a dreary march through the swampy wilderness, but the Spaniards were cheered onward by the thought that they were going to defend the honor of their country. When they reached the French fort they shouted their war cry, "Santiago," and killed many of the unprotected French. Only a few men and women and children escaped. The Spaniards then returned to their settlement at St. Augustine, quite sure that they had done a noble deed. They were not willing to let the French who were on the ships escape, but captured and killed them also.

When news of this massacre and the fate of Fort Caroline reached France, what action do you think would be taken? Would the French king send an expedition against the Spaniards? The king did not take any action whatever but a Frenchman, De Gourgues, who hated the Spaniards decided to have revenge so he sold all his property and with the money fitted out an expedition to go and attack the Spaniards at St. Augustine. He killed every Spaniard at St. Augustine and then sailed back to France. That was the end of the little Spanish settlement. Let us all contribute in making an outline for our history books.

FRENCH AND SPANISH IN FLORIDA.

I. Reasons for French in Florida.

1. Sent over under Laudonierre, 1564, to escape persecution by Catholics.
2. Joined by Ribaut, 1565.
3. Fort Caroline built.
 1. People engaged in hunting, fishing and farming.

II. Reasons for Spanish in Florida.

1. Sent over under Menendez, by Spanish king to drive out French.
2. St. Augustine, established colony, 1565.

III. Fate of Fort Caroline.

1. French men left in boats to attack St. Augustine.
 1. Kept from landing by violent storms.
2. Unprotected French fort captured by Spanish.
3. Men on boats captured by Spanish.

IV. Fate of St. Augustine.

1. No action for revenge taken by king.
2. De Gourgues' plan for revenge.
 1. Sold property, fitted out expedition.
 2. Destroyed settlement at St. Augustine.

ASSIGNMENTS: Why had the French come to Florida? What settlement did they make? Why had the Spaniards come to Florida? What settlement did they make? What was the fate of the French settlement at Fort Caroline? What was the fate of the Spanish settlement at St. Augustine?

REFERENCES: Builders of Our Country—Southworth. First Book American History—Perry and Price.

II.

THE ENGLISH AT ROANOKE—SIR WALTER RALEIGH.

INTRODUCTION: What two attempts at colonization have we just studied? Fort Caroline by the French; St. Augustine by the Spanish? What was the fate of each of these settlements? What other country had sent explorers here? England. Should you like to hear of an Englishman, Sir Walter Raleigh, who attempted a settlement in America, but failed? What would be the first thing you would like to learn about him? Something of his life before he came to America. State our problem then. Problem: To learn something of the life of Raleigh before he attempted to plant a colony in America.

Walter Raleigh was born in a small farmhouse near the Otto River, in Devonshire, England, 1552. He received his early education from his mother. As his home was near the ocean, what would he like to do? Spend part of his time on the shore, talking with the fishermen in their cottages.

What stories would they tell him? Stories of their adventures and of shipwrecks. He might read of the discoveries of Columbus, Magellan, Cortez. What would this make him wish to do? Make him wish to be a hero and have such adventures.

Raleigh also spent quite a little of his time at a castle, a short distance from his home, in which lived his step-brother, Sir Humphrey Gilbert. Sir Humphrey was very fond of Raleigh, and in consequence very kind to him.

At about fifteen Raleigh went to Oxford College, where he was liked by everyone. When he had been at college three years, he was offered a chance to try some of the adventures he had so long thought of and dreamed about. A war was going on in France between the Protestants and Catholics. Queen Elizabeth of England wished to help the Protestants, so she encouraged young English noblemen to go to their aid. Raleigh went with his cousin, who had about one hundred men under his charge. They joined Coligny, the leader of the Protestants. They performed many brave deeds and fought many battles during the six years they remained in France. When they returned to England, Raleigh, who was 24 years old, resumed his studies. Everyone thought him handsome, and he was noted for his refined and graceful manner.

His second adventure was in Holland. The Spanish had declared war against the Dutch. Raleigh was given command of a company. The Spaniards were defeated. How did this make the English feel about Raleigh? Very proud of him. Raleigh went on two other expeditions before attempting to plant his colony, one to America, one to Ireland. What should you like to learn about those?

PROBLEM: To learn Raleigh's reason for going on these expeditions, and something of his adventures while on them. Let us make our outline of today's lesson for our books.

ENGLISH AT ROANOKE, VIRGINIA, 1585.

1. Life before attempting to plant the colony.

1. Born in Devonshire, England.

2. Spent time on shore.

1. Talking to sailors. 2. Listening to stories of adventures and shipwreck. 3. Association with Sir Humphrey Gilbert. 4.

Education.

Received early education from mother. Went to Oxford College at age of 15. Remained there three years.

2. Adventures.

1. Aided Protestants in France.

1. Went with cousin, joined Coligny. 2. Remained there six years.

2. Aided Dutch against Spanish.

1. Raleigh in command of a company. 2. Spanish were defeated.

ASSIGNMENTS:

1. Tell something of Raleigh's early life. 2. Why would he be interested in the stories of Columbus, Magellan and Cortez? 3. Tell something of Raleigh's adventures in France. 4. What was his second adventure? Why was England proud of Raleigh?

Lesson II.

PROBLEM—To learn Raleigh's reason for going on further expeditions and something of his adventures en route.

Why was England so proud of Raleigh? He had helped the Dutch to defeat the Spaniards. His wit, learning and charm soon made him popular, while his acts of gallantry especially endeared him to the queen. Tell story of spreading velvet coat over mud. It was Elizabeth's custom to reward her favorites by giving them an opportunity to make large fortunes. She gave Raleigh the privilege of exporting woolen goods and silks, and of selling wines. He soon became a wealthy man. This enabled him to gratify his love for fine attire. Why had the people of Europe come to America? To search for gold and silver. Raleigh and his half-brother, Sir Humphrey Gilbert, desired to plant colonies in America for other reasons. Their idea was to build houses, cultivate the ground, and establish a farming community to which England might send her laborers who could find no work at home. These colonies, Raleigh hoped, would give England a part of the new land, and establish additional trading points for England.

When Gilbert fitted out his first expedition to come to America, 1578, Raleigh came with him. While en route he learned about everything on the boat, and studied when he was not helping the sailors. The expedition was not a successful one, for they were attacked by the Spaniards, and had to return to England.

Soon after this Raleigh was sent to Ireland to help put down a rebellion there. He fought so bravely that all England sounded his praises. How did the queen feel about Raleigh? Very proud of him. She gave him a place at her court, which was one of the most brilliant then in Europe.

What had happened to Sir Humphrey Gilbert's fleet on his first expedition? It was attacked by Spaniards, so had turned back to England. He started out on another, and landed in Newfoundland, claiming it in the name of the Queen of England. From there he sailed up the Kennebec River. As his three vessels sailed along the coast (trace on map) a great storm arose and one ship sank. Sir Humphrey started back to England, but his ship was wrecked and he was drowned. When Raleigh, who was not with him on this voyage, heard of his death, he decided to take up his

work. The queen gave Raleigh, 1584, the charter that she had granted to Gilbert. This gave him "the right to lay claim to any land in the west not actually possessed by a Christian." The charter made Raleigh governor of all the colonies he might establish, and it gave to the settlers the freedom and privileges that they enjoyed at home. What should be our problem next time?

PROBLEM—To learn if Raleigh succeeded in planting a colony in America. Let us all contribute in making our outline.

3. Experience with Sir Humphrey. Gilbert on trip to America.

1. Reasons for trip.

1. Desire to establish farming community where laborers might find work. 2. Desire to establish trading posts for England. 3. Desire to give England a share of new land.

2. Result. Attacked by Spaniards, turned back.

4. Experiences in Ireland. Helped to quell rebellion in Ireland. Queen very proud of Raleigh.

5. Raleigh's desire to come to America.

1. Reasons for coming.

1. To take up work of Sir Humphrey Gilbert after his death.

2. Sir Humphrey's charter given by Queen to Raleigh, 1584.

ASSIGNMENTS:

1. How was it possible for Raleigh to become a rich man? 2. For what reasons did Raleigh and Sir Humphrey Gilbert wish to come to America? 3. How many trips did Sir Humphrey make? What was the result of each?

Lesson III.

PROBLEM: To learn if Raleigh succeeded in planting a colony in America: What were the provisions of the charter granted Raleigh by Queen Elizabeth? Raleigh had the right to explore and settle any land not actually owned by Christians. Raleigh was to be governor over all the colonies he might establish, and the settlers were to have all the freedom and privileges enjoyed in England.

Raleigh thought best to send an exploring party ahead, so that when the colonists reached America they would know what to expect, so he sent two vessels, 1584. They anchored just off the Island of Roanoke. Going ashore, they found a delightful climate, rich vegetation, and the Indians so kind and eager to welcome them that they brought back glowing accounts of the new land. How would Elizabeth feel at these glowing accounts? Very much delighted. She gave the new land the name of Virginia, in her own honor, for she was not married, and so was called the "Virgin Queen" or "Maiden Queen." As a reward to Sir Walter Raleigh she knighted him. He was then known as "Sir Walter Raleigh."

What would be the next step? To send out the colony. In 1585 Raleigh sent out seven ships, which landed at Roanoke Island. A colony was planted, but the colonists were lazy, and instead of exerting themselves in building homes and tilling the ground, they wasted their time and de-

pended upon the Indians for food. How would this make the Indians become? Hostile to the English. Constant quarrels arose between the Indians and the white men, and the next year when Sir Francis Drake sailed up to Virginia, he found only a few destitute, homesick survivors. What would they wish him to do? Yes, he carried them back to England. Fifteen days later Sir Richard Greenville arrived with well-laden ships, but could find no colony. He did not want England to lose possession of the land, so he left fifteen men at Roanoke to hold the land and went back to England.

The colony had proved a failure, but it brought two results which became of great value to England. On their return the colonists presented Raleigh with two kinds of plants they had found. One was the potato, which up to this time England had never known. Now it is raised in their country. The other was tobacco, which the colonists had tried and deemed worthy of taking back to England. They also took the Indian maize, or corn, with them. Tell story of the servant's action upon seeing Raleigh smoking tobacco. What would this failure to plant a colony make many men do? Give up attempt to plant colony. Not so with Raleigh. He had great perseverance, and did not easily lose heart. What would this type of man do? Attempt once more to plant a colony.

In 1587 Raleigh sent out a new colony of men, women and children under Governor White, who wished to build a city called Raleigh. When they reached America whom would they look for? The fifteen men left by Sir Richard Greenville. They could not find them, but they repaired the houses they had built. Not long after their arrival at Roanoke the first English child was born in the United States. They named her Virginia Dare. Governor White, after seeing the settlers safely housed in huts and well stocked with provisions, set sail for England. Why would he return to England? To get supplies, and to report to Raleigh. When he started, the colonists told him that if for any reason they left Roanoke, they would carve on a tree the name of the place where he could find them, and that if they were in any trouble when they moved, he would see a cross cut above the name. When Governor White reached England he found that country all ready to engage in war with Spain. How would this affect his return to America? Keep from returning to America because he would be needed at home.

He did not return for three years. When he reached Roanoke Island he could find not a single one of the colonists; their homes were deserted and the harbor empty. What would he look for? Look on the trees for the name of the place where they had gone.

They found the word "Croatoan" cut into the trunk of a tree, but there was no cross over the name. Croatoan was the name of an island not far away. But though search after search was made, not one of the missing colonists were ever heard of. What might have happened to them? Indians might have killed them, or might have died of starvation. No one ever knew what had become of Virginia Dare. What would be our problem for next time?

PROBLEM: To learn what Raleigh did when he learned of the fate of the colony.

II. Planting the colony.

1. Expeditions sent 1584.

1. Explored land on Roanoke Island. 2. Queen Elizabeth named land "Virginia" in honor of the Virgin Queen. 3. Colony sent out 1585—seven ships.

2. Life in colony.

1. Indians kind at first. 2. Colonists lazy. Indians became hostile. 3. Supplies did not arrive from England. 4. Colonists taken to England by Sir Francis Drake. 5. Arrival of supplies. Colonists gone. Fifteen men left.

3. Arrival of new colony 1587.

1. Wished to build city of Raleigh. 2. Governor White made colonists comfortable—snug houses, good food. Baby Virginia Dare born. 3. Boat returned to England for supplies. 4. Could not return because of war with Spain.

4. Colony abandoned.

1. Governor White's return. 2. Fate of colony unknown. Found "Croatoan" cut on tree.

ASSIGNMENTS:

1. How many expeditions did Raleigh send to America? Why did he send so many? 2. In whose honor was the country named? 3. Why did not the colony sent out in 1585 prosper? 4. Tell about the attempt to build a city named Raleigh.

Lesson IV.

State our problem for today. Problem: To learn what Raleigh did when he learned of the fate of the colony.

How would Raleigh feel when he learned the fate of his colonists? Saddened and disappointed. He gave up his idea of personally founding an English settlement in America. His experiment had cost him over forty thousand pounds. Soon after this Raleigh married Queen Elizabeth's maid. This made the Queen so angry that she had Raleigh sent to prison. Soon after this some of his ships came in laden with riches. What would the Queen do? Set Raleigh free to divide his riches.

He gave Elizabeth so many beautiful presents that she let him keep his liberty, and he lived for a long time in a castle with his beautiful wife, until he heard of the riches of Guiana, in South America, when he determined to get some of the gold himself, so he started with five ships, 1594, for Guiana. He reached the Orinoco River (trace on map) claimed the country for England, and carried some stones containing gold back to England, where he had to stop to help fight the Spanish. Soon after this Elizabeth died, and King James came to the throne. He did not like Raleigh, so he took away his lands and offices. How would this make Raleigh feel? Very bitter and angry against the king. He said many bitter things about the king, who had him put into prison, where he remained for thirteen years. While there he wrote a history of the world. What other man wrote a history while in prison? Marco Polo. At last he was released from prison, that he might go to Guiana and bring back some gold, but returned without any. What would King James do? Put Raleigh in prison. Yes, he was put in prison for awhile; then taken out and beheaded. Let us finish our

III. Sir Walter Raleigh's later years.

1. Raleigh in Prison.
2. Liberated from prison.
 1. Searched for gold. 2. Reached Orinoco River. 3. Guiana claimed for English.
3. Raleigh's death.
 1. Death of Elizabeth. 2. King James on throne. 3. Dislike for Raleigh.
4. Results of Raleigh's ventures.
 1. Colonization failed. 2. Wrote history of world. 3. Introduced tobacco and potatoes into England.

ASSIGNMENTS:

1. Why was Raleigh put into prison? Why liberated? 2. What were the results of Raleigh's expeditions?

REFERENCES: Builders of Our Country—Southworth. First Course in American History—Hodgdon. Story of Thirteen Colonies—Guerber.

VIRGINIA—CAPTAIN JOHN SMITH.

MODE OF ATTACK: What country aided Raleigh in his settlement in America? What became of the settlement? Although his settlement failed, what influence did his adventures have upon other Englishmen? Led others to try. Would you like to know about another venturesome Englishman who came to America? What would be the first thing you would like to know about him? His early life. Some adventures.

PUPIL'S AIM: To learn the name of a very adventurous Englishman who came to America, and something of his early life.

METHOD OF PROCEDURE: Captain John Smith began life as a clerk in England. What kind of a life does a clerk lead? He did not like this quiet life, so he ran away and turned soldier. Before he had reached his twentieth year he had fought for awhile in the French army, and had served three years in the Netherlands. At the age of twenty he desired to try his fortune against the Turks, so he embarked for Turkey with a band of Pilgrims. While he was on his way what dangers on water must he encounter? Storms and robbers. Yes, he met both of them. A great storm arose. The Pilgrims cried out that there must be a wrongdoer on board, and in their terror proposed to draw lots. Finding out that Smith was the guilty person, what do you suppose they did with him? Threw him overboard. What became of this good swimmer? He swam to the shore, and was picked up by a passing vessel and carried to Egypt. On his return voyage his vessel was fired upon by a Venetian vessel; a hot fight took place, but the Venetians were conquered and robbed. Smith received 250 pounds as his share of the spoils. This enabled him to purchase his journey into Hungary.

Here he declared that the teachings of Christ were far better than those of Mohammed, and offered to prove it by fighting three Turks. He killed them all, but, being wounded, was soon made a prisoner. What did

they do with prisoners in those early days? Made them slaves. What did they do with Smith? Sold him as a slave. One day when Smith was threshing in the field his cruel taskmaster beat him severely, although he had done nothing wrong. How did Smith become at this treatment? Very angry. Smith raised his flail and struck the Turk such a hard blow that he fell to the ground dead. What did Smith try to do? Yes, seeing his chance to escape, he quickly exchanged clothes with the dead man, hid his body under the straw, filled a bag with corn and, jumping on a horse, rode rapidly away across the plains. After many days of hard riding and various adventures through the different countries he finally reached home. At the time of Smith's return to London the London Company had just fitted out an expedition to plant a colony in Virginia. How did England seem to this venturesome man? Dull. What do you suppose Smith did when he found this expedition was going to sail to America? Talked to the captains and found out what he could about America. What do you suppose he decided to do? Come to America. Should you like to learn something of his adventures during his voyage to America? Would you be willing to stop there? No, we should like to learn something of his adventures in America.

Virginia—Captain John Smith.

I. Early life.

a. Clerk.

b. Soldier.

1. In France. 2. In Netherlands.

c. Visited Egypt

d. Visited Hungary.

1. Becomes a slave.

a. Sold to Turk. b. Cruelty of master. c. Death of master. d. His escape.

II. Return to England.

a. Dull life. b. Talk with Captain of London Company's expedition. c. Resolve to come to America.

ASSIGNMENT: Why did Smith leave England? Tell the story of one of his adventures while on his way to Turkey. Describe his encounters with the Turks.

Lesson II.

PUPIL'S AIM: To learn of Smith's voyage to America and something of the settlement.

METHOD OF PROCEDURE: Where did we leave Smith? In England getting ready to come to America. With whom was he coming? The London Company. There were 105 gentlemen in three ships. They left England on New Year's Day, 1607. They took the same route that Columbus had taken. Trace that route. What kind of a route was it? Long route. Some trouble arose between Smith and one of the colonists. He was accused of plotting mutiny, and was kept in irons for more than a month. What other trouble might they have had? Storms. Yes, it took them one hundred twenty-eight days to make the voyage. Then entered the mouth of the Chesapeake Bay one beautiful May day, and sailed up a broad river, which they named in honor of their king. Who was

their king? James I. What did they name the river? James River. They landed on its banks and made a settlement, which they named Jamestown. As soon as Smith landed he was given a hearing. The captain proved his innocence, and he was set free. His chief accuser was condemned to pay him a large sum of money for damages. Smith generously gave this money to help the settlement. What do you suppose these men came to Jamestown for? To hunt for gold; to find a short route to India. What kind of men were in the party? Gentlemen. Were they fit for this life in the wilderness? Why not? Were not used to hard work. What should have been their first work? Building homes and preparing the soil for planting. There were only four carpenters in the party, and these were kept very busy. What kinds of homes might they live in while the carpenters were building houses? Some had tents made of sails; others had cabins with grass or bark roofs; others had holes in the ground. They spent no time plowing or planting the soil. How do you think they spent their time? Digging for gold. What was the result? Their food gave out, and as the Indians were unfriendly, and would not give them food, they were soon in danger of starving. Jamestown had other hindrances. It was on low, damp ground, and the water was bad. What might result from this? Sickness. Many of the ill-fed people suffered from malaria, and half of them died. Captain Smith, though not well himself, did everything he could for those who needed his help. When the sickness was over some of the colonists were so discontented they decided to do what? Seize the only vessel at Jamestown and go back to England. What did these settlers need? A good leader. Smith now took command. What do you suppose he did to prevent their return to England? Turned the cannon of the fort against them. The would-be deserters saw that if they tried to leave the harbor he would blow their vessel to pieces; so they turned back. One of the leaders of these men was tried and shot; the other was sent to England in disgrace. What is the next thing you would like to know about Smith? What kind of a leader Smith made? How did he overcome the Indians.

III. Voyage to America.

- a. Time of leaving (January 1, 1607.) b. Three ships. c. One hundred and five men. d. Provisions. e. Columbus route. Long (128 days.) f. Smith's trouble. His imprisonment.

IV. Landing at Jamestown.

- a. Smith's trial. b. Purpose of some. Time spent. c. Purpose of workmen. Time spent. d. Kind of place. e. Kind of homes. Tents. Cabins—grass roofs. Holes in the ground. f. Result. Sickness, Starvation. Unfriendliness of Indians. Death of one-half colonists.

V. Smith as leader.

- a. Saved the colony. b. Prevented the return of colonists to England. c. Punished the leaders.

ASSIGNMENTS Why did Smith resolve to come to America? Why did they take Columbus' route? What was the colonists' purpose in coming to America? Tell why the Jamestown settlement did not prosper at first. Who is now commander? How did he come to take command?

Lesson III.

PUPIL'S AIM: To learn of Smith as a leader, and how he overcame his greatest difficulty. (Dealing with the Indians).

METHOD OF PROCEDURE: What was Smith doing when we left him yesterday? He was the leader of his little band. What had he done that showed he would be a successful commander? He saved the settlement. What will now be his chief troubles? Making the gentlemen work and dealing with the Indians. Why did he need to deal with the Indians? To get food. Once Smith set out to find the Indians and trade with them for corn. But at the approach of the English we are told that the Indians ran away in such haste that they left their dinner on the fire. The colonists drawing near, saw that the Indians had been roasting oysters and tasting them for the first time in their lives, were delighted to discover a new and delicious kind of food. What do you suppose the English then did? They shot a few turkeys and then set out to overtake the Indians. They overtook them and managed to get a supply of corn in exchange for trinkets and a copper kettle.

Sometimes Smith would go off with a boat full of companions to explore the country. What do you suppose he was trying to do? Find the Pacific Ocean. On one of these trips most of his men were left to guard the boat while he and his *four* companions paddled up a river in a canoe. Suddenly a band of Indians, attacking the party, captured Smith and killed the four other men. How do you think crafty Smith saved himself? Sure that his life was in danger, he at once began to amuse the Indians. Taking out his pocket compass, he showed them the needle trembling and quivering, but always pointing one way. What effect did this have upon the Indians? They were amazed at what they saw and spared Smith's life, taking him to the village of their great war chief, Powhatan.

After several weeks of captivity Smith bargained with the Indians to set him free in exchange for a certain number of trinkets and one of the bright brass cannon to be seen at Jamestown. This settled, he wrote a letter to the colonists, telling them what trinkets to give the bearers, and warning them to be sure to shoot off the cannon in the Indians' presence, so that they should not dare carry it off.

What did Smith do with the letter? Gave it to his captives and bade them take it to Jamesown. He also told them that it would tell the Englishmen what they wanted, and that they would hear the big noise which came out of the bright log they wanted.

This seemed very curious to the people, who did not know how to write, so they set out for Jamestown full of curiosity.

When they saw that the white men, after looking at the letter, gave them all the trinkets they had bargained for, they were amazed and said, "Smith Make Paper Talk." They then tried to lift the bright log, and were surprised at its weight. Motioning them aside, the colonists next shot off the cannon. How do you suppose it affected the Indians? Frightened them. The cannon ball splintered a good-sized tree, and filled the Indians with such terror that they refused to touch it again. When they got back to their camp they let Smith go, and he bade a friendly good-bye to the red men, from whom he had learned all he could while with them. Pocahon-

tas, the little daughter of Powhatan, who had grown very fond of Smith, was very sorry to see him go. What did Smith do before leaving them? Get enough grain for his friends. What do you suppose he then tried to do? Hurry back to Jamestown. What should be our next problem? To learn what he did after reaching Jamestown.

VI. Smith's dealing with the Indians.

a. Search for food.

1. Reached Indian camp.

- a. Indians ran away. b. Colonists ate oysters. c. Indians overtaken. d. Exchanged trinkets and copper kettle for corn.

b. Exploration of the country.

1. Smith and four companions.
2. Attacked by Indians.
3. Men killed.
4. Smith a captive.

- a. The compass. b. Before Powhatan. c. "Made Paper Talk."

1. His bargaining for freedom.
2. Writing the letter.
3. Indians' Journey to Jamestown.
4. Getting trinkets from settlers.
5. Release of Smith.
6. Smith's journey to Jamestown.

ASSIGNMENT: How or where did the settlers first learn the use of oysters as a food? Describe Smith's capture by the Indians. How did Smith get the title of "Making Paper Talk?" Be sure to write a story about this.

Lesson IV.

PUPIL'S AIM: To learn why Smith was better able to help his people after his stay with the Indians.

METHOD OF PROCEDURE: Where did we leave Smith? Hurrying to Jamestown. Who was a good friend now? Pocahontas. How could she show it? By bringing him grain. She brought him grain and corn enough to supply the needs of the colonists during the first winter. In 1608 more colonists came over to Jamestown in search of gold; but they, too were gentlemen, and intended to remain for only a short time. They unfortunately discovered something that looked like gold. What did they do? In spite of all Captain Smith could say, they did nothing but dig, dig, dig. What was the result? Took home a shipload of the worthless dust instead of carrying home lumber. The foolish governor sailed away with them.

Who do you think was made governor? John Smith. What do you suppose was his first work? To make strict laws which all the colonists must obey. Can anyone give some of these rules? The colonists were told if they would not work they could not eat. Captain Smith next ordered that a canful of cold water be poured down the sleeve of anyone who swore. What caused this swearing? Making them work. What was the work? Chopping down trees, digging the ground. What effect did these rules have upon the settlers? They went to work and acted like gentlemen. Two women came over (1608) with these last settlers to make real homes in Jamestown, the first English city in United States. The same ship also brought over presents from King James to the In-

dian king Powhatan. These were a bed, a basin, a pitcher, a coat trimmed with gold lace and a crown.

Powhatan was invited to Jamestown to receive the gifts and be crowned. With which of these gifts was Powhatan most pleased? The red coat. They could not make him understand he had to kneel to receive his crown. Finally the colonists, standing on either side of him, leaned so heavily upon his shoulders that they forced him to bend the knee before the governor, who quickly crowned him.

What pleased him most of all were the drums beaten loudly in his honor. When the cannon was shot off the newly-crowned king was so amazed that he almost fell over backwards. When he had recovered from his fright Powhatan gave the governor his old moccasins and a tattered and dirty raccoon skin, telling him to send them to King James in return for his gifts.

The last Jamestown settlers brought over letters asking for what? Gold. Urging them to search for what? The route to India. Why? So much money could be made by trading in silks, pearls and spices. What do you suppose was the message Smith sent back? Send workmen. Yes, he said, "Send farmers, carpenters, masons and men to cut down trees rather than so many fine gentlemen who did not know how to work." As soon as the ships had gone Smith set all the colonists to work building houses, planting corn and working hard in many ways so as to supply their needs. He also ordered that the Indians be treated kindly. But the settlers thought they knew better than he, refused to work, and treated the Indians so unjustly that they secretly planned to kill all the English. Pocahontas overheard the plot, ran through the forest alone one dark night, and came to Jamestown secretly to tell Smith. He was so thankful to her for her warning that he wished to give her a present, but she refused to take it. Why? She knew if her people saw it they would know she had betrayed them. The Indians were soon frightened into good behavior, and Jamestown for a time was safe. But unfortunately a terrible accident soon happened to the brave man. A gun shot off by accident set fire to the powder in the boat where Smith lay asleep. He was badly wounded, and would have burned to death had he not had presence of mind to roll out of the boat into the water.

There were no good doctors in Jamestown, so Smith sailed back to England in the next vessel, never to visit Jamestown again. When he was cured he explored the northeast coast of our country, and drew a map of it, calling it New England. For this the king gave him the title of the "Admiral of New England." Being too old to continue his journeys any longer, Smith spent the rest of his life in London writing an account of his travels and of the founding of Jamestown. Should you like to learn the effect of his leaving Jamestown?

VII. Smith's return to Jamestown.

- a. His reception by the settlers.
- b. His Indian friend.
 1. Pocahontas.
 - a. Gave him grain.

- b. Urged Powhatan to supply their needs the first winter.
- c. Arrival of more gentlemen.
 - 1. Time 1608. (Two women.)
 - 2. Kind (idlers.)
 - a. Spent time digging for gold.
 - 3. Result.
 - a. Took home a shipload of worthless dust.
- d. Return to England of first governor.

VIII. Captain John Smith as governor.

- a. Law making.
 - 1. Kind (strict.)
- b. Making settlers work.
 - 1. Chopping down trees. 2. Building homes. 3. Preparing soil.
- c. His punishment of idlers, etc.
- d. His explorations.
 - 1. Map of bay.
- e. Crowning of Chief Powhatan (King of Virginia).
 - 1. Visit to Jamestown. 2. Gift from King James. 3. Powhatan's gift. 4. Celebration.
- f. Message from England.
 - 1. Request for gold. 2. Smith's reply.
- g. Settlers' treatment of Indians.
 - 1. Kind of treatment. Very cruel. 2. Indians' plot. 3. Pocahontas' warning. 4. Smith's power.
- h. Smith's accident.
 - 1. Cause. 2. Result.

IX. Smith's return to America.

- a. Explored northeast coast of United States. b. Drew good map of it. c. Called it New England. d. Gained title (Admiral of New England).

X. His last days.

- a. In London. b. An account of Jamestown colony.

ASSIGNMENT: Why was Smith better able to deal with the Indians after his release from captivity? Why was the first governor considered so foolish? Compare Smith with the first governor. What was Smith's answer's to the London merchant's request? Describe Smith's accident.

Lesson V.

PUPIL'S AIM: To learn the effect Smith's leaving had upon the settlers at Jamestown.

METHOD OF PROCEDURE: Where did Smith go? Why? How did the colonists become after he left them? More idle than ever, and treated the Indians very unkindly. How do you think that affected Pocahontas? She refused to visit them any more. What was the result? They could not buy any corn, and as they had no crops of their own, they had so little food when winter came that only sixty out of about six hundred colonists managed to live. This terrible winter in Jamestown is known in history as "Starvation Time." Their sufferings were so great that those who survived determined to do what? Return home in spring. So they put their

scant stock of provisions on board their ships and prepared to sail. Before leaving they wanted to set fire to the houses they had built, and destroy the place where none had enjoyed a happy day. But this they were forbidden to do. The little band of settlers then sailed slowly down what river? James River. On reaching the mouth of the river what do you think they saw? Ships. Yes, three ships had come from England laden with supplies and many new colonists. They did what? Turned around and went back to Jamestown. For what were they thankful? That they had not burned their homes. The houses were still standing, ready to receive them.

After the settlers had decided to stay, what do you suppose they did? Chose a new governor named Dale. Old governor gone to England. He soon found the cause of the poverty was what? Laziness and indifference. He also discovered that the workers had to feed the lazy ones or the idlers. Why? All supplies went into a common warehouse, or storehouse, and each man received an equal share, whether he worked or not.

Dale was very anxious for the colony to prosper, so he said that each man should work for himself. Just about this time the king gave the London Company a grant of land four hundred miles along the coast. What was the result? The industrious people were given a part of this land to work and become very comfortable, while the lazy colonists became poorer and poorer. What do you suppose they planted? Wheat, corn and tobacco.

After the colonists began to raise tobacco Virginia became prosperous. Why? When the people of Virginia found what good prices tobacco brought in England they raised it rather than corn or wheat, and it became the chief crop. Secondly, when men in England saw that money was to be made by tobacco growing in Virginia, they came over to engage in planting, and the colony drew a better class of settlers. Thirdly, tobacco became a sort of money, and the price of food, clothes, articles of all sorts, and even wages were paid in tobacco. In the fourth place, as the colony grew in numbers, and tobacco planting became more and more the chief industry of the colony, what would the people be apt to do? Gain more land. In order to gain land, what must they do? Leave the town of Jamestown and move out into the country. What would we call these homes? Farms. They called them plantations. What effect did this have upon the growth of Jamestown? Made it much larger. Who bought this weed? The English. The value of it was seventy-five cents a pound. John Rolfe was the first tobacco planter. He was also famous as the husband of Pocahontas. Should you like to know how he became her husband?

Four years after Captain John Smith left Jamestown the English captain, Argall, remembering how useful Pocahontas was, determined to capture her. Hearing that she was with a neighboring tribe, he bargained with the chief to lure her on board his vessel and leave her there. The chief consented and walked off with his reward, a shining brass kettle, leaving Pocahontas a captive in Argall's hands. He took her to Jamestown, where she was treated kindly. John Rolfe converted her, baptized her and

made her his wife. Powhatan and many of his tribe were invited to the wedding, the first wedding between an Englishman and an Indian girl. When the King of England heard of it he was greatly displeased. Let us see why. What position did Powhatan hold? King of Virginia. How might this affect Rolfe? Make him wish to rule over the country (Virginia). Can you see why the king was displeased? Rolfe wished nothing of the kind, and after growing tobacco for awhile he took his young wife to England. Who would be interested in her visit? Smith. The queen, to please Smith, treated her kindly and welcomed her to England. How do you suppose she was dressed? As an English lady. She was presented at court as Lady Rebecca. Her name was changed when she was baptized. Pocahontas spent a few months in England, and she had just started to return to Virginia when she was taken sick and died. But she left a little son, who lived to grow up and became the ancestor of several noted families in Virginia. Should you like to know what else helped to make Virginia more prosperous?

XI. Effect of Smith's leaving Jamestown.

- a. Colonists became lazier.
- b. Colonists treated Indians cruelly.
- c. Lack of food.
- d. Sickness.
- e. Starvation time.
 1. Number reduced (600-60).
- f. Decision of colonists.
 1. To return to England. 2. Meeting of three ships.
 - a. Plenty of provisions. b. Other settlers.

XII. New life of colony.

- a. Selection of governor.
 1. His discovery.
 - a. Cause of trouble. b. Remedy. A tract of land. Crops. Wheat, corn, tobacco.

XIII. Effect of tobacco raising.

- a. Chief crop. b. Encouraged other settlers to come. c. Used as money. d. Enlarged tracts of land. e. Plantations.

XIV. Rolfe Famous.

- a. First tobacco planter. b. Husband of Pocahontas. c. Visit to England.

ASSIGNMENT: Tell the story of "Starvation Time." What helped Virginia from poverty to prosperity? Why were the farms in Virginia called plantations?

Lesson VI.

PUPIL'S AIM: To find what else helped to make Virginia more prosperous.

METHOD OF PROCEDURE: How long did the first Virginia settlers intend to stay in Virginia? Until they got all the gold, or else found a short route to India. With that intention in mind, who came to Virginia? Only men. Who would help make better homes? Women. When the colony was twelve years old a shipload of women arrived in search of husbands.

Each one was free to choose her husband. But the girls were so much sought for that the company sent out shipload after shipload, and then each man had to pay for the passage of his wife, which was one hundred and twenty pounds of tobacco. The same year. What year? 1619. In 1619 a Dutch man-of-war brought twenty negroes to Jamestown and sold them. This was the beginning of what? Slavery. What was their work? Tobacco raising. There were not enough negroes to do the work, and white people who were able to pay their passage to America were not willing to work on the tobacco plantations. How might they get people from England to work on these plantations? Agree to pay their way. What would this make the poor white people? Practically slaves. How long must they work before they get wages? Until they pay for their voyage. Some sold themselves in order to pay their passage to America; but some persons guilty of an offense had been sold rather than be punished in some other way; some boys and girls who were stolen from their homes and carried off by force something like the negro slaves were also sent over. What was the difference between the white and black slaves? The white slaves served only for a short time. When the time was up they worked for wages or got a small plantation. The owner of the plantation would have what kind of a home? Where would these negroes and white people live? In little log cabins on the plantation. Since there were a number of these little houses, what did the plantations resemble? A village. By the time Jamestown was twenty years old large plantations were scattered along the banks of the York and James Rivers, and Virginia had begun to be a new kind of country. There were no roads, and each plantation resembled a village. Tobacco had become the chief industry. Why were there no roads? Easier to pass from one plantation to another by water. Why no towns? Because all trade and commerce were carried on at the planter's door. All goods shipped to England. The ships that came from England for the tobacco would sail up the rivers to the planter's wharves, take on board what tobacco was for sale, and pay for it in what? Tables, chairs, knives, saws, axes, nails, hammers, clothing, shoes brought from where? England. Why brought from England? The planters were too busy raising tobacco to make them. Do you suppose the Virginia lawmakers were satisfied with the way Virginia was developing? How? Big plantations, no roads, no towns and very little what? Manufacturing. What do you suppose these lawmakers wanted instead of large plantations? Towns. What would they have to do to forbid the development of any more large plantations? Make laws. Yes, they ordered each county to build one brick house in Jamestown, and required all of the tobacco raised within a certain region to be sent there. But the law was not obeyed, and Jamestown never contained more than a church, a court house and a few houses. Today its site is a farm, and save the ruined tower of the church and some tombs and graves, little remains to show where it once stood.

XV. Arrival of women.

a. The effect. Making of homes.

XVI. Arrival of slaves.

- a. Time (1619). b. Kind. c. The effect. More tobacco raising. Larger plantations (Why?)

XVII. Law-making.

- a. Kind. b. Result.

XVIII. Jamestown.

- a. Long ago. b. Condition now.

ASSIGNMENT: Tell how the women helped to make Jamestown better. What was the chief export of Jamestown? Imports. Why? Describe the appearance of Jamestown now.

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NEW YORK—CAPT. HENRY HUDSON.

MODE OF ATTACK: What countries have made settlements in North America? England and Spain. Where did Spain make her settlements? Florida and New Mexico. In what part of our country was that? Extreme Southern part. Where did the English make a settlement? Jamestown, Va. Where is Virginia? In Southeastern part of United States. Why did these settlers come to America? To hunt gold. To find a shorter route to India. Should you like to hear of another man who was sent out to find this shorter route to India? He was hired by another country to come for them.

PUPIL'S AIM: To learn the name of another country that hired a man to find the shorter route to India. To learn something of this man's adventures.

METHOD OF PROCEDURE: Who was Captain Henry Hudson? One of the best sea captains in England. A friend of Captain John Smith. While Smith was in Jamestown, a company of London merchants sent out Captain Hudson in the *Discovery* to try to discover a passage to China and to the Indies. When he left England, he sailed for Greenland, hoping that he could find a way open to the Pacific across the North Pole or not far below it. Trace the route. He knew that if he found such a passage it would be much shorter than a voyage around the globe farther south. Hudson could not find the passage he was looking for, but what do you suppose he saw up there in that Northern region? Yes, mountains of ice and snow. He went nearer to the North Pole than anyone had ever done before. When he returned to England after this voyage, he found himself famous. The Dutch East India Company heard of his skill and persuaded him to make a voyage for them. In what direction had Hudson sailed on his other voyage? Northwest. Had he found the route to India? No. In what direction would they want him to sail on this voyage?? Northeast. What would he need for such a voyage? Boats, provisions and men. By April 4, 1609, Captain Henry Hudson was ready to sail. He left Amsterdam in the *Half Moon*, a Dutch ship of eighty tons, with a crew

of sixteen or eighteen sailors. When they had sailed quite a long distance, the sailors grew so tired of seeing nothing but water, fog and ice, that they refused to go any farther. What do you suppose Hudson did? Turned his ship about. Would he want to go back to Amsterdam? Where then could he do? To the New World. Yes, he sailed for the Coast of North America, because Captain John Smith had sent him a letter with a map of the early voyages to the New World. On May 13, 1609 the little *Half Moon* stopped at the Faroe Islands, and the casks were filled with fresh water. On July 18, 1609, they arrived at Penobscot Bay with the foremast gone and the sails much the worse for wear. Here they stopped for a week to mend their sails and to make a new mast. They enjoyed good food while here for they caught fifty cod, a hundred lobsters, and one great halibut. They were visited by the Indians. What did the Indians bring? Furs. This part of the country was full of French, what do you suppose they were doing there? Trading what? Knives, hatchets, copper kettles, beads and other trifles. This gave Hudson his first idea of what? The great fur-trading business. Nine days after leaving Penobscot Bay, the *Half Moon* reached Cape Cod. Sometime in August Hudson reached the Chesapeake Bay, but the weather was so stormy that he thought it would not be safe to enter it. He therefore sailed northward along the coast. In September, 1609, he entered a beautiful bay formed by the spreading of a noble river. This was New York Bay. He called the river the Great River. What should you like for your problem next time? Some of Hudson's adventures after entering New York Bay. Let us make our outline of today's lesson.

HENRY HUDSON.

I. Voyage for London Merchants.

- a. Great sea captain.
- b. Friend of Captain John Smith.
- c. Sailed northwest to find route to India.
- d. Went nearer North Pole than any other.

II. Voyage for Dutch East India Co.

- a. Boat—*Half Moon*—Crew 16-18 sailors.
- b. Left Amsterdam, Holland, 1609.
- c. Sailed northeast.
- d. Hardships.
 1. Fog and ice.
 2. Refusal of sailors.
- e. Turned toward New World.
- f. Sailed westward.
- g. Landings.
 1. Faroe Island.
 2. Penobscot Bay.
 3. Cape Cod.
- h. Reached Chesapeake Bay.
- i. Sailed up Atlantic coast.
- j. Entrance to a beautiful bay.
- k. Named river—Great River.

ASSIGNMENTS: Locate Faroe Island, Penobscot Bay, Cape Cod, Chesapeake Bay. Trace Hudson's voyage. Why was Hudson chosen by the East India Co.? Why did Hudson change his course? Tell how Hudson and his men spent their time at Penobscot Bay.

Lesson II.

PUPIL'S AIM: To learn something of Hudson's experiences in New York Bay and Hudson River.

METHOD OF PROCEDURE: Where did we leave Hudson? Entering a beautiful bay at the mouth of a great river. What did he call this river? It is now known as the Hudson River. Why so named? At first Hudson thought this broad river must be the long-sought road to India, because at high tide the water was salt many miles up the stream. What was he anxious to do? Sail up the stream to see if he could find India. Let us see the beauty of the sail. At first he drifted along, carried by the tide under the shadow of a great natural wall of rock. This wall, which is now called "The Palisades," is from 400 feet to 600 feet high, and extends for nearly 20 miles along the western shore of the river. Some distance farther up Hudson came to a place where the river winds its way through great forest-covered hills called "The Highlands." At the end of the fifth day he came to a point on the eastern bank above the Highlands, where the City of Hudson now stands. Locate Hudson. Here an old Indian chief invited him to go ashore. He accepted the invitation because he had found the Indians very friendly. These Indians liked Captain Hudson; they made a great feast of roast pigeons and a roast dog in his honor. They also brought him the skins of wild animals, which he gladly exchanged for the knives, beads and hatchets he had. These Indians had never seen a white man before. They thought that Hudson, in his bright scarlet coat, trimmed with gold lace, had come down from the clouds to visit them. What puzzled them was that he had such a pale face instead of a red one like themselves. At the end of the feast Hudson rose to go, but the Indians begged him to stay all night. Then one of them got up, gathered all the arrows, broke them into pieces and threw them into the fire. Why did he do this? In order to show the captain that he need not be afraid to stay with them. But Hudson made up his mind that he must go on his voyage. He went back to his ship and kept up the river until he had reached a point about 150 miles from its mouth. Here Albany now stands. He found the water was getting shallow. What do you suppose Hudson did? Turned the Half Moon around and sailed down the stream. Why? He feared if he had gone farther up stream he would have gone aground. When he started up the stream what did he think he would find? China and India. Did he still think it? No. Why not? The river did not lead to any great body of water or ocean. If it had the water would have grown deeper. On the way down stream a thievish Indian, who had come out in a canoe, managed to steal something from the ship. One of the crew chanced to see the Indian as he was slyly slipping off, and picking up a gun, he fired and killed him. What was the result? Hudson's men had several fights with the Indians.

On his return he landed on Manhattan Island, at the mouth of the Hudson, where the Indians gave him a feast, breaking the arrows to show he need fear no treachery on their part. We are told Hudson offered the savages some rum to drink. They looked at it, smelled it, but passed it on without tasting it. Finally the bottle came to one who was somewhat

bolder than the rest, or who feared to offend the white man. He drank a great deal of the liquor, but he had no sooner done so than he fell over senseless, and all of his companions thought he was dead. After a few hours the Indian awoke from his sleep, and said the Dutchman had the strongest water he had ever tasted. What would the others be anxious to do now? They were anxious to try the fire water, too, and having drunk it once, took such a fancy to it that they were ready to give all they had in exchange for more. Early in October Hudson set sail for Europe. What did he take with him? Furs. On his way he stopped at England where they made him a prisoner. Why? They said an Englishman ought to make discoveries only for the good of his country. But Hudson managed to send a description of his journey to Holland, and he then reported that he had visited "as beautiful a land as one could tread upon." Are you willing to leave him here in prison? What should be our problems next time?

What became of Hudson? or what did the Dutch do when they received Hudson's report?

III. Trip up the Great River—Hudson.

a. Beautiful views.

1. Palisades. 2. Highlands—Hudson.

b. Kind of water.

1. Salty (Thought had found shorter route to India).

2. Shallow.

c. Feast given by Indians. Trading.

IV. Trip down the Great River—Hudson. a. Meeting dishonest Indian.

b. Result.

V. Landing on Manhattan Island.

a. Reception by Indians. b. First use of firewater by Indians.

VI. Return to Europe.

a. In October. b. Made prisoner in England. c. Report sent to Holland.

1. Most beautiful land. 2. Great bargains in furs.

ASSIGNMENT: Locate Hudson and Albany. What are the interesting views of the Hudson? Select anyone of Hudson's three experiences with the Indians, and write about it. Was it right for Hudson to send a report of his trip to Holland? Defend your statement.

Lesson III.

PUPIL'S AIM: To find out what became of Captain Henry Hudson.

METHOD OF PROCEDURE: Where did we leave Hudson? A prisoner in England. Why had the English imprisoned him? Because the King of England thought he should make discoveries for his own country. He was not kept a prisoner very long, because the following April he began a new voyage for England. Why? The English wanted the glories of the discoveries the famous sailor expected to make. For what purpose had he made the voyage for England before? To find route to India. He sailed farther north this time in his search for the passage to India, and entered the great bay which bears his name. What bay? Hudson Bay. Then winter came on, and from November to the following June the ship was locked in ice at the southern end of the bay. (Climate)

As soon as the ice broke up the crew insisted upon going home. Why? They had suffered so much because of the cold climate. Hudson would not do this, but decided to sail westward. What do you suppose the crew did? Mutined. What do you mean by that? Caused trouble. Three days after leaving winter quarters Hudson, with his son, John Hudson, and seven sick men were set adrift in an open boat, and the ship started for England. The leaders of the mutiny were killed by the Indians before reaching the ocean. As soon as the ship reached England what do you suppose happened to the crew? They were thrown into prison, and a ship sent in search of the great sailor, but the search was unsuccessful, for nothing more was ever heard of Hudson or the unfortunate sailors.

Let us think for awhile and see whether Hudson's voyages were of any value. How many voyages did he make? Three. For whom? Two for England; one for Holland. For what purpose? To find a short route to India. Did he find it? No. Then what good did he do? He started the whale fishing industry in the North, and the Hudson Bay fur trade for the English. He brought the Dutch to Manhattan Island, and started them in the fur trade in New Netherlands. What should you like to find out in our new lesson? What the Dutch are doing?

VII. Hudson's release from prison. Why?

VIII. Hudson's voyage from England.

- a. April, 1610.
- b. Sailed farther northward.
- c. Entered Hudson Bay.
- d. Hardships.
 1. Blocked in ice from November to June.
 2. Men suffered.
- e. Crew mutined.
- f. Hudson and sick men set adrift. Hudson and sick men lost forever.

IX. Rest of crew return to England.

- a. Leaders of mutiny killed by Indians.
- b. Boat reached England.
- c. Crew imprisoned.
- d. Search for Hudson and men unsuccessful.

X. Effect of Hudson's voyage.

- a. Opened up whale fishing industry.
- b. Started up Hudson Bay Fur Company.
- c. Brought Dutch to Manhattan Island.
- d. Started Dutch in fur trading business.

ASSIGNMENT: Describe Hudson's last voyage. Tell what effect his voyages had upon the world.

Lesson IV.

PUPIL'S AIM: To find out what the Dutch did upon receiving Hudson's report.

METHOD OF PROCEDURE: What was Hudson's report to the Dutch? He had visited as beautiful a land as one could tread upon. He also had made great bargains in furs with the Indians. What do you suppose the Dutch did upon hearing these reports? The Dutch came over to America and claimed all the country about the Hudson, to which they gave the name "New Netherlands." Why? After the Netherlands or Holland in Europe. Why did they come? To trade in furs. What was necessary

for this fur-trading business? They planted trading posts in New Netherlands, and bought the furs of the otter and beaver from the Indians. A log fort and a few log houses were built on Manhattan Island. Where? At the mouth of the Hudson River. Why? Easier to receive and ship supplies to Holland. Easier for Indians to bring skins in canoes. What do you suppose this settlement was called? New Amsterdam—1614. At first few settlers came to New Amsterdam; then the Dutch West India Company was formed. They made great efforts to settle the country. As years went on more and more people left Holland to build new homes in New Amsterdam—America. New Amsterdam was a very quaint town; quite Dutch in appearance. Let us find out why it was so Dutch in appearance. There were many windmills perched upon the hilltops, whose whirring sails looked like the wings of great birds. The houses were quite odd. They were built of wood, with their gable ends set to the street. These gable ends were made of black and yellow bricks brought from Holland, and arranged like the top of a checker board. In each house were many doors and windows. The windows were small, sometimes containing only two panes of glass. The doors were divided into halves, an upper and a lower. In the upper half were set two bull's eyes of thick green glass. The doors opened with a latch, and were supplied with knockers of iron or brass. Before the houses were rows of poplar trees, and the dooryards were filled with beds of different kinds of flowers. Side by side with the flowers grew different vegetables—herbs for medicine and vegetables for kitchen use. At break of day every spring and summer the children were awakened by loud blasts of a horn. Whose horn was this? Yes, the cow herdsman's horn. He sounded it at each door as he passed down the streets. Soon the cows of the townspeople poured from the stables and wended their way to the green pastures.

Let us look at the children. What do you suppose was the dress of these children? The little girl wore a waistcoat of calico and many skirts that stood out stiffly, and gave her quite an umbrella-like appearance. The outer skirt was striped with blue and yellow, and was partly covered by a blue linen apron. Her stockings were blue, with a bit of red embroidery at the ankles, and her high-heeled shoes were decorated with bright silver buckles. The boys looked just as funny, with their yellow stockings, shoes with buckles, gay scarlet jackets and several pairs of trousers, one pair on over another. If the girls resembled umbrellas, the boys looked like human balloons. We have heard about what? Their homes and dress. What else should you like to hear about? Their school.

In those days the school was only a bare and very unattractive room. The scholars sat on wooden benches, and were expected to be quiet and attentive. The teacher was a stern-faced man, who maintained strict order by the aid of a long birch rod. The children were taught to read, to spell, to cipher and to write with pens made of goose quills. The teacher also instructed them in church catechism. The morning session closed at eleven, and the children went home, but dinner had hardly ended before they were ready to go again for the afternoon session, which closed at four. School was kept on Saturdays as well as week days.

Although the children had to do their chores and spend the greater part of the day in school, they found plenty of time to play. The boys played "knuckle-bones," a game corresponding to our marbles; the girls spent many enjoyable hours with their dolls. The Dutch were a jolly people, who liked to see their children happy. All of the boys and girls in New Amsterdam were divided, according to their ages, into companies; each company had a leader. Each year, on the birthday of their leader, the members of the company were invited to his home, which was a great event. The whole house was given up to the little folks, and they romped and played to their heart's content. They feasted to their satisfaction, too, upon chicken, turkey, shortcakes, crullers, jumbles, izer cookies and all sorts of other Dutch dainties. May Day, New Year's Day, Easter time, Saint Nicholas' Day were all very famous times in New Amsterdam.

Although Sunday was not kept so strictly in New Amsterdam, the greater number of the people attended church regularly. At the sound of the drum on Sunday mornings whole families wended their way to church. If it were in winter time, the women and children carried little "foot stoves" in their hands, for the church was unheated, and often the services were conducted with the church doors wide open, even though the snow was falling. The children had to sit very still on the hard benches during the sermon, for they feared the sexton's rod or whip. The ruling men of the town and the governor sat upon cushions brought from the City Hall. The governor, Peter Stuyvesant, had a stern face, and was very gorgeously dressed in shining silver buckles and buttons, his flowered silk and velvet garments and his long, curling wig. But the most interesting thing to the children was his wooden leg, ornamented with bands of silver.

Who was it opened up the way in America to the Dutch? Where did we leave him? Should you like to leave him there? What do you want to know at our next lesson? What became of Capt. Henry Hudson?

XI. Claim of the Dutch.

- a. All country about the Hudson. b. Name—New Netherlands.

XII. Settlement—New Amsterdam.

- a. At mouth of Hudson. b. Trading posts (fur). c. A log fort. d. A few huts. e. Dutch appearance.
- I. Houses. 2. Windmills. 3. Yards. 4. Children's dress. 5. School. 6. Church.

XIII. Governor of New Netherlands—Peter Stuyvesant.

- a. Stern-faced. b. Fancily dressed. c. Wooden leg. d. Good ruler.

What was the name of the Dutch settlement? Write a paragraph about New Amsterdam. Who was the first governor? Describe him. How were the Dutch schools different from ours?

Lesson V.

PUPIL'S AIM: To find out what became of the little Dutch settlement.

METHOD OF PROCEDURE: Where did we leave the Dutch? At New Amsterdam. Doing what? Trading fur with the Indians. Yes, almost all of the inhabitants were traders, who intended to go back to Holland

just as soon as they had made some money in the fur trade. The West India Company, therefore, offered great inducements to the settlers to come and farm. Any man who within four years established a colony of fifty persons was to receive an immense tract of land. The owner of such a tract was called a patroon, and in a little while a number of patroons had settled along the Hudson River and on the Delaware. The Delaware settlements were short-lived. Why? The Indians drove the settlers away. But those on the Hudson thrived, and soon others were made on Long Island and the banks of the Connecticut River.

Thus it came about that New Netherlands reached from the Delaware to the Connecticut River, and included most of Long Island and of the valley of the Hudson River. After a time some of the officers of the Dutch West India Company, becoming disgusted, drew out and formed another company—the South Company. This company sent to Sweden for settlers. They sent a colony of Swedes, who founded a town on the Delaware called New Sweden. How did the Dutch feel about this? Alarmed. Why? They feared the Swedes would drive them out. The Swedes did attempt to drive out the Dutch, but fiery Governor Stuyvesant took a band of soldiers from New Amsterdam over to New Sweden and conquered the Swedes. He then took possession of New Sweden, and added it to New Netherlands. The Dutch now lived in peace and enjoyed happiness. Why did the Dutch East India Company give away tracts of land? To encourage farming. What was the result? By this time there were many farms in New Netherlands. The homes on these farms were just as quaint as in New Amsterdam. They were long, low, rambling buildings, full of quaint little windows, short, steep flights of stairs, cupboards, closets and all sorts of rooms, big and little. In the cellars were bins stored full of apples, potatoes, turnips and other vegetables. Side by side with the bins were rows of vinegar and cider barrels; hogsheads of corned beef and salted pork; firkins of butter, lard and pigs' feet; kegs of salted shad and mackerel. Swinging shelves supported jars of pickles and sweetmeats, with head cheese and sausages and cheese. The cellars were full of delicious odors, which the children sniffed with delight. What does all this tell us about the Dutch? Were good providers.

The kitchen was a great place, too. The floor was scoured as white as soap and sand could make it. The long dresser glittered with rows of pewter dishes that shone like silver. The great logs in the huge fireplace blazed merrily, filling the whole room with a ruddy glow. The farmyard itself looked like fairyland. Let us see why? The great barn, the snowy ducks and geese, the hens and turkeys, the horses, pigs, cows and calves. Look away from the barn, what do you see? The wheat fields, orchards, cornfields and green meadows stretching to the silvery Hudson. The Dutch were very happy in New Netherlands. Why? Had plenty of everything. But this happiness was not to last. One bright, beautiful August morning, in 1664, the whole town of New Amsterdam was awakened by the booming of guns. The people sprang from their beds in terror, and soon the streets echoed with the cry, "The English! The English!" Men rushed from house to house to notify the people that four

English war vessels were in the bay below the town. At that time England and Holland were at war, so England sent ships over here to try to take the "New Netherlands" away from the Dutch.

Governor Stuyvesant was away at the time. What do you suppose he did? Hurried back to save New Amsterdam from the enemy. He said, "I would rather be carried away dead than give up the fort." But nobody would help him to fight. Why? They saw how useless it would be to try to fight against the English, who were so well armed. They preferred to surrender to their enemies rather than to sacrifice their lives and property. What was the first thing the English did? Hauled Dutch flag down and raised English flag in its place. This happened in September. Then the name of the place was changed by the King of England from New Amsterdam to New York in honor of his brother, the Duke of York. In what year did New Amsterdam become New York? 1664. How many years after its settlement? Fifty years. What else changed besides the name? The customs of the people. Why? Because English people now came over to New York. The English language was taught in the schools, and everything that was Dutch was changed to English in a short time.

XIV. Chief business of the Dutch.

a. Fur trading business.

XV. Farming industry.

a. Inducement given.

1. A large tract of land given to patroons. 2. Patroons (formed colonies of fifty persons in four years).

XVI. Growth of New Netherlands.

a. Country from Delaware River to Connecticut River; Long Island and Valley of Hudson. b. Many farms.

XVII. South Company forming a new colony.

a. New Sweden. b. Their attack upon Dutch. c. Defeat of Swedes.

XVIII. Governor Stuyvesant's new land.

a. Possession of New Sweden.

XIX. England's attack upon Dutch.

a. In 1664. b. English victorious. Why? c. Dutch unprepared? d. Change of name, customs.

ASSIGNMENT: How did the Dutch encourage the settlers to engage in farming? Why did they wish the people to farm? Compare the Dutch farms with the English plantations. Tell about the settlements of New Sweden. Describe the attack upon the Dutch.

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MASSACHUSETTS: CAPTAIN MILES STANDISH

MODE OF ATTACK: Who settled Virginia? Why did they leave England? In England the king wished to make all of the people attend the Church of England, which was the Episcopal Church. The services in this church were very elaborate, the vestments very costly, and there were some people who wished for a more simple form of worship. They went to the king, James I, and asked for this simple form of worship. The king refused. What should you like to find out? What these people did when James I refused this simple form of religion.

PUPIL'S AIM: To find out what these people did when their request for a simple form of religion was refused.

METHOD OF PROCEDURE: Since they were poor people, they could not assert their rights, so they held services in private homes, but when the king's officers found this out the king made a law forcing everybody to attend his church, and no other. These people, however, instead of giving up their religion, became more cautious, and held services privately or secretly. They often journeyed from place to place to hold their services, so they came to be called "Pilgrims, or Wanderers." Still, in spite of this, the king's officers often found them, and what do you think they did? Imprisoned them, imposed heavy fines upon them, and sometimes they were led to the gallows. What was the only thing left for them to do? Leave England. They decided to go to Holland, where religious freedom was granted to all. Would the king be willing for them to go? No. What would he do? Set his officers to watch them. They found a ship to carry them to Holland, but after promising to take them the captain laid a trap for them; for no sooner were they on board than the king's officers sprang up, seized their goods, rudely searched the men and women for money, and hurried the leaders off to jail. What effect would this have had upon you? Made you more determined to leave England. Just as soon as they were set free they tried again, and soon found a Dutch captain to take the company to Holland. Had the king's officers stopped watching? No. Only a small boat load of men had reached the ship when the king's officers rushed to the shore. What would the Dutch captain be apt to do? Sail away. Why? Afraid of the king's officers. What happened to the people on shore? They were left behind, and found shelter in the homes of the poor nearby. The Dutch boat reached Amsterdam, the great city of Holland, where the men made ready for those left behind, *who came later*: Here they found a home where they might worship God as they felt was right. They also found a company of people who, like themselves, had fled from religious persecution. Would they be satisfied here? Yes, but they found later on that they must leave this peaceful place. What would be our problem next time? Why the Pilgrims were compelled to leave Holland?

MASSACHUSETTS—CAPTAIN MILES STANDISH.

I Settled by English, 1620.

1. Unrest in England due to religious persecution.

12 King's attempt to force people to attend Episcopal Church.

2² Desire for a more simple form of worship.

3² Desire refused by king.

II. Seeking a home, 1608.

1. Leaving England for Holland.

1² Services held secretly.

2² King's officers watchful.

3² First attempt to leave England.

1³ Treachery of captain of vessel.

2³ Imprisonment of Pilgrims.

4² Second attempt to leave England.

1³ One boat load of men on board.

2³ Arrival of king's officers.

3³ Departure of Dutch vessel. Families separated.

ASSIGNMENT: Why were these people called Pilgrims? Why did they not wish to attend the king's church? How many attempts to leave England did they make? Tell about one of these attempts. Imagine yourself a Pilgrim boy, and write what you did after your father sailed away on the Dutch ship. Write about the meeting later on.

Lesson II.

PUPIL'S AIM: Why the Pilgrims were compelled to leave Holland.

METHOD OF PROCEDURE: Why had the people enjoyed their stay in Holland? If you lived among Dutch people for a long time, what would happen? Learn Dutch customs, language. What would be the only way to overcome this? Leave Holland. Where was the only place for them to go? To America. Some Dutch merchants wanted to carry them to a little Dutch trading post at the mouth of the Hudson River, but they wished to still live under the English flag. How might they secure a place to make a settlement in America? Why would not the king be willing to give them a charter or grant? He, however, promised not to harm them if they behaved well.

They had been in Holland twelve years, and there were one thousand now there. They were too poor to hire ships to carry them to America. Some English merchants promised them two ships if they would agree to turn over to the merchants about all they earned in America until the debt was paid.

These were indeed hard times, but the hearts of the Pilgrims were brave, and so they agreed. Only one boat came to Holland. Could one thousand go on one boat? Who then would be chosen to go? The young and strong. Why? Because of the hardships they must endure in the new country. The older people bade them an affectionate farewell, and they sailed away to England on the Speedwell, where they were met by another vessel, the Mayflower. They started off for America, but the Speedwell was old and leaky, so one hundred and two got on board the Mayflower, and the Speedwell went back. What should each company have? A leader. What kind of a man should a leader be? Brave, strong and able to fight. Was it necessary for him to be a Pilgrim? No. Miles Standish, a brave, true-hearted English soldier, was chosen leader. He has often been called "One of the fathers of Massachusetts." He was fond of fighting and of adventure. He came to America for no other

reason than to help the Pilgrims in their task of making a new home in the forest wilds. He came as their friend and helper, and was chosen their leader when they started off on their voyage. What ocean must they cross? What might they encounter? Storms. The frail vessel was so tossed by the wind and waves that the poor people had to remain below deck most of the time. What did they wish to see? Land. They sighted land near the coast of Massachusetts. They sailed along the coast looking for a place to land. Whom do you suppose choose the place for them to land? Miles Standish. He chose Provincetown. Before they landed he called a meeting on board the Mayflower. What for? To make rules or laws. Yes, they elected John Carver governor of Massachusetts, and drew up a written agreement, which made them promise to abide by whatever laws it was found necessary to make. What shall our problem be for next time? To learn something of the colony they established.

3. Leaving Holland for England.

1² Length of stay in Holland (12 years).

2² Colony (1,000).

3² Old people left behind.

4² Younger and stronger members selected to go.

5² Voyage to England on Speedwell.

4. Leaving England for America.

1² Joined by friends on Mayflower.

2² Speedwell abandoned.

3² Voyage—storms; very rough.

4² Arrival at Provincetown or Plymouth.

5. Miles Standish chosen leader.

1² A brave soldier; not a Pilgrim.

2² Written agreement drawn up on shipboard.

3² John Carver elected governor.

ASSIGNMENTS: Why did the Pilgrims leave Holland? Why could they not all go? Write the story of the choosing of Miles Standish. Tell something of the voyage to America.

Lesson III.

PUPIL'S AIM: To learn something of the colony the Pilgrims established.

METHOD OF PROCEDURE: Who was the leader of the Pilgrims? Where did they wish them to land? At Provincetown. John Smith had been here, and called this place Plymouth. They decided to keep the name. Since there were no houses here, where would they live? On the Mayflower. They landed on December 21, 1620, and lived for a month on the Mayflower. What were the men doing? Cutting logs to build a house. They built only one large log house, in which they could all live until they were able to build separate homes for each family. A platform was put up, and on it was placed the cannon which the colonists had brought with them. Why this precaution? Indians. The colonists had brought guns, powder and bullets for each man, and cannon for common protection.

These people had lived in a land where the climate was very mild. The climate here was very severe. What would be the result? A great many of the people were taken sick; many died, and food became scarce.

Where had the food come from? Brought from England. Many became sick, and the large house was turned into a hospital.

During this winter Miles Standish cared for the sick with all the gentleness of a woman. Only six of the people were able to help him do this. John Carver died before the winter was over. When spring came only fifty men were left of the one hundred and two who had sailed from England. In order that the Indians might not know to what small numbers the Pilgrims had been reduced the settlers buried their dead at night, and leveled the graves so that they might not be noticed.

Yet, despite the hard winter, when the Mayflower returned to England in the spring not one person cared to go back. Liberty, with all its hardships, was sweeter than life in their old home.

After the Mayflower sailed away brave Miles Standish cheered his little army, and helped them to get ready to meet any danger. He built a fort and mounted the cannon brought over in the Mayflower.

But the Indians were not so bad after all, for one day a fine-looking Indian came walking into the village and called "Welcome! Welcome!" in English. His name was Samoset, and he had learned a little English from some fishermen on the coast. He stayed over night, and left in the morning.

Shortly afterward Samoset returned with another Indian, whose name was Squanto. Years before Squanto had been stolen by some Englishmen and carried to England, where he learned to speak English. They gave the news that Massasoit, the great Indian chief of the tribe Wampanoags, was coming to visit them.

In an hour's time Massasoit came with sixty followers. Pilgrims received him with all the possible show. They marched to meet him, carrying all their guns, beating all the drums they could muster. The chief seemed much pleased, and a peace compact was drawn up. This pledge was kept for over fifty years, as long as Massasoit lived.

Squanto afterwards came to live with the Pilgrims. He proved a valuable friend to them. Why? How? He taught the English the way to plant corn, peas and barley, and acted as interpreter between them and the neighboring tribes in their fur trading.

When spring came the Pilgrims grew more hopeful, and they had twenty acres of corn and six acres of peas and barley, and this promised a splendid harvest. With the autumn the promise was fulfilled. When they had gathered their first harvest the Pilgrims found themselves supplied with grain for the coming winter. Unlike many people, they did not forget who the Giver of all this bounty was.

They set aside one day for a thanksgiving for the harvest; and then, thinking the best way to show their gratitude was to give pleasure to others. They invited Massasoit and sixty of his Indians to join them in a celebration. Massasoit brought five deer for the feast. The Pilgrims themselves had sent men out to shoot wild turkey. For three days these friendly neighbors passed the time in feasting and in outdoor games.

From this happy beginning has grown our national custom of observing a Thanksgiving day in the fall of each year. What should you like to learn next time? If all the Indians were friendly.

6. The colony.

1² Life on the Mayflower for one month.2² Landing at Plymouth.3² The first winter.1³ One log hut built.2³ Protection against Indians provided for.3³ Suffering of colonists.1⁴ Sickness and death.2⁴ Aid of Standish.3⁴ Departure of Mayflower.4³ Friendly Indians.1⁴ Squanto, Samoset and Massasoit.2⁴ Treaty of peace drawn up.3⁴ Aid given colonists.4² First Thanksgiving.1³ Gratitude of Pilgrims.2³ Desire to make others happy.3³ Indians invited to the feast.1⁴ Five deer brought.2⁴ Three days spent in games.3⁴ Beginning of our own Thanksgiving.

ASSIGNMENTS: Write about the first winter at Plymouth. Tell about the visits of the Indians. Tell about the first Thanksgiving.

Lesson IV.

PROBLEM IV: To learn if all the Indians were friendly to the Pilgrims.

METHOD OF PROCEDURE: How had Squanto helped the Pilgrims? With what Indian chief had they made a treaty of peace? How long was this treaty kept? How would the enemies of Massasoit's tribe feel toward the Pilgrims who were friends of Massasoit? Hate them. Wish to do them harm. About twenty miles from Plymouth there dwelt a tribe of Indians that hated Massasoit. These were the Narragansetts, and their chief was Canonicus. "Why should I let these palefaces, the friends of my enemies, live in peace?" thought Canonicus. So he sent a bundle of arrows wrapped in a snake's skin to Miles Standish. What would he mean by this? A sign of war.

What kind of a man did we say Standish was? Very brave, strong and was not afraid to fight when necessary. Would these arrows frighten Standish? No. He kept the arrows, but sent the snakeskin back filled with powder and shot. What would this mean? That the English were ready to fight. Canonicus had heard of the wonderful guns of the white men, and he had no desire to get in their way, so he gave up the idea of attacking the white people.

Shortly after this Massasoit was taken sick, and Winslow, one of the Pilgrims, went to see him. He found him very thin and weak. Massasoit thought he was going to die, but Winslow cured him, and he got well. How would this make Massasoit feel? Very friendly toward the Pilgrims. He said: "Now I see the English are my friends and love me; while I live I will never forget their kindness."

The Narragansetts were not the only enemies of the Pilgrims. There was another tribe, the Massachuseuks, who plotted to kill all the English in Plymouth. Fortunately, Massasoit learned of this plot. What would he do? Warn the Pilgrims. Why?

Miles Standish, upon hearing the news, decided to hunt up his enemies before they attacked his people. Taking a company of men with him, he marched to meet Pecksuot's tribe. When Pecksuot saw that the white captain was a small man, he grew very insolent, and said that Standish was a boy, and that his place was at home helping the women, and not fighting the Indians. What effect would this have upon Standish? Standish quickly decided that, if there had to be bloodshed, the sooner it was over the better, and killed Pecksuot and many others. This ended the trouble with the Indians for a long time.

What would trouble with the Indians keep the colony from doing? Prospering. Now that this trouble was over, what could the colonists do? Try to improve the colony. What should be our problem for next time? To learn of the growth of the colony.

7. Trouble with Indians.

1² With the Narragansetts.

1³ Arrows sent by Canonicus.

2³ Powder and shot sent by Standish.

1⁴ The result of this reply.

2² With the Massachuseuks.

1³ Warning given by Massasoit. Why?

2³ Standish's march to meet Pecksuot.

3³ Pecksuot's boast.

4³ The Little Captain's anger.

1⁴ Pecksuot shot.

ASSIGNMENTS: Why did Canonicus decide to attack the Pilgrims? Tell how Standish replied to Canonicus' declaration of war. Why would Massasoit be willing to warn the Pilgrims?

Lesson V.

PROBLEM v: To learn of the growth of the colony.

METHOD OF PROCEDURE: When the first boat load of Pilgrims left Holland who were chosen to come? The strong and brave. Why did not all of the Pilgrims in Holland come to America when the first boat sailed? There was not room for all. What would the others do at their earliest opportunity? Follow the first boat load to America. Other Pilgrims from Holland soon joined the first Plymouth settlement. What effect would this have upon the colony? Make it larger and stronger. How many houses were built at first? One large one. With the coming of the Pilgrims what would they need? More homes. They now built a separate home for each family. What would these homes form? A village.

Of what were they built? Of logs plastered with mud. The chimneys and fireplaces were of rough stone; oiled paper was used for window panes. Instead of dividing the house into dining-room, kitchen and parlor the Pilgrims had one big room. The cooking was done over the fire under the big chimney. They had scarcely any furniture. Instead of comfortable chairs

and beds they had blocks of wood covered with furs, and chests which they brought with them.

After the homes were built what would they build next? A church and a schoolhouse. The church was simple and crude like their homes, but every Sunday morning the people were called to worship by the beating of the drum, and they marched to church with their guns over their shoulders. As they filed into the building they left their muskets with the sentinel, who had to stand guard watching for Indians. On Sunday the children had to walk together quietly to church, and to sit perfectly still through the reading of a sermon, which was sure to last one hour.

During the week the children had to go to school. The schoolhouse was built of clumsy logs, with a roof of dried grass and seaweeds. Inside the walls were bare. There were no pictures or maps to help the children understand their lessons. The teachers were very strict, and thought it very wrong for children ever to waste time in play.

The energetic Captain Standish did his full share of work of every kind, and after a time he went back to England to borrow money to help the colonists. When he returned he did everything to aid their cause. He died after living a long and useful life. A granite monument has been erected near the Plymouth Colony in his memory.

Not long after Standish's death Massasoit walked into the Pilgrims' settlement with his two sons, Wamsutta and Metacomet. He asked his paleface friends to give the lads English names. Thereafter these two young Indians were known as Alexander and Philip. When Massasoit died Alexander became chief of the Wampanoags. The Plymouth settlers did not trust him as they had trusted his father, and at length they suspected that he was plotting to destroy them, so they had him come to Plymouth, but were unable to prove the charges against him, so they released him. On the way home Alexander suddenly fell ill, and soon after he reached home he died. His young wife, who was thought a great deal of by her tribe, told them that she felt sure that the white people had poisoned her husband in order to get rid of him. This was not true, but the Indians believed it. Who would now become chief of the Wampanoags? Philip. How would he feel toward the white people? Very revengeful. What influence would he have upon the tribe? Stir them up into anger against the whites. What would they be apt to do? Declare war. What should be our problem for next time. To learn about the war between Philip's tribe and the Pilgrims.

6. Growth of colony.

1² Arrival of Pilgrims from Holland.

2² Need of more homes.

1³ Log cabins—one room.

1⁴ Chimneys and fireplaces of rough stone.

2⁴ Windows of oiled paper.

3² Schools.

1³ Log hut—dried grass roof.

2³ Teacher very strict.

4² Church.

2³ Sentinel on guard.

1³ Log hut on hill.

- 3³ Long services—quiet children.
- 5² Service of Standish.
 - 1³ Did his share of every kind of work.
 - 2³ Trip to England to borrow money.
 - 3³ Return to America—Death.
 - 4³ Monument erected in his honor.
- 7. Relations with Indians.
 - 1² Massasoit's trip to colony.
 - 1³ Two sons named by white people.
 - 2² Death of Massasoit.
 - 3² Alexander, chief of Wampanoags.
 - 1³ Alexander's death:
 - 4² Anger of Philip.

ASSIGNMENTS: State in how many ways Standish was useful to the Pilgrims. Compare Pilgrim settlement with the Virginia settlement. Write a paragraph entitled "Anger of Philip."

Lesson VI.

PROBLEM VI. To learn about the war between Philip and the Pilgrims.

METHOD OF PROCEDURE: Since Philip was at the head of the tribe of Indians, the war was called King Philip's War. Let us give the causes of the war. First Alexander's death; second, Indians saw that the whites were growing in numbers every year, while they were becoming weaker; third, the Indians thought the white people were trying to convert the members of the tribe so that the Indians would join the whites. These were known as "Praying Indians." One of them who knew Philip very well told the white people that Philip's warriors were grinding their axes sharp for war. Soon afterward this "Praying Indian" was found murdered. The white people accused three of Philip's men of having killed him. They were tried, found guilty and hanged. What effect would this have upon King Philip? Make him more angry.

The war began in earnest in 1675. As some of the white settlers were coming home from church they were attacked by the Indians lying in ambush. One of the white men was killed, and another was badly hurt. The shots were fired by Indians. They were not cowards, but they did not come out and fight boldly, but would fire from behind trees and rocks. Frequently villages were attacked, and women and children were taken prisoners and often killed, then the houses set on fire.

When winter came King Philip gathered his warriors together and joined the Narragansetts, that they might camp together during the winter. Why the Narragansetts? Why not fight during the winter? The leafless trees did not provide a good screen, so these two tribes chose a piece of rising ground in the middle of a great swamp, and here they fortified themselves. Around their camp they built a thick wall of logs. Inside the wall they set up their wigwams, and then nearly three thousand Indians settled down for the winter in what they thought was perfect safety. What action would the white men take? Strike the Indians a blow. The different settlements sent men, until a goodly army was ready to march against the Indian encampment. On December 19 they reached Cedar Swamp. There was only one entrance, and but one way to reach the entrance. This was

by crossing a brook on a fallen tree. This was very dangerous, but still they did not hesitate. The soldiers soon rushed toward the log, and gained entrance into the fort. A terrible fight took place, and lasted all day. At sunset it began to snow, and Philip, the chief, and many warriors fled into the forest. In this battle over a thousand Indians perished, and the power of the mighty Narragansetts was completely broken.

How would this attack influence King Philip? Make him hate the palefaces more than ever. He renewed the attack more relentlessly than ever and the war went on all through the next summer.

At last King Philip's wife and son were taken prisoners. This was a hard blow for the poor chief. "Now my heart breaks," he said, "and I am ready to die." Would he be willing to make peace? No, when one of his men suggested peace to him he struck him dead. A brother of this man stood by. How would he feel toward King Philip? Hate him. Desire to be revenged.

At the first opportunity he slipped away and going to the English told them that they would find King Philip at his old home. What would the English do? Go in search of him. Yes, one day in August suddenly hearing footsteps, Philip sprang to his feet and dashed to the woods. As he was fleeing past his betrayer, he received the shot of the angry Indian. This ended the war and destroyed the great tribe of the Wampanoag Indians.

IV. King Philip's War.

1. Causes.

- 1² Alexander's death.
- 2² Growing strength of colonists.
- 3² Indians loss of land.
- 4² Philip's growing hatred.

2. War declared in 1675.

- 1² Praying Indians trying to avert trouble. Killed by tribe.
- 2² Manner of fighting.

- 1³ In ambush.

- 2³ At night—attack women and children.

3² Indian camp built in winter.

- 1³ Could not fight under leafless trees.

- 2³ Union of Narragansetts and Wampanoags.

4² Indian camp attacked.

- 1³ Gathering of army.

- 2³ Fight at camp.

- 3³ Flight of King Philip.

5² Renewal of war.

- 1³ Philip's wife and son captured.

6² King Philip's death.

- 1³ Betrayed by angry Indian.

- 2³ Close of war. End of tribe.

ASSIGNMENTS: State the cause of the death of the Praying Indian. Why did the attack on the Indian encampment result so fatally to King Philip's tribe? Why was Philip betrayed by an Indian? What was the result of King Philip's war?

MARYLAND: GEORGE CALVERT.

INTRODUCTION: Why did the Pilgrims leave England? Who was King of England at this time? James I. Why did he wish to make everyone attend his church? Make it a strong church and help to pay its debts. What church was this? Episcopal Church. Now, there was another company of people in England, the Catholics, whom the king tried to make attend his church. Would they be willing to pay the debts of the Episcopal Church? No. What would the king do? Prosecute them. What would be the only thing for them to do? Leave England. There was a prominent Catholic in England, George Calvert (Lord Baltimore), who wished to help them. Would you like to know how he did this?

PROBLEM I. To learn how Lord Baltimore helped the Catholics who were persecuted in England.

METHOD OF PROCEDURE: If Lord Baltimore wished to help these people what must he do? Take them to the New World. What would be the only way in which he could do this? Appeal to the king. What must he ask for? A grant of land. King James gave him a grant of land in Newfoundland. Find on map. In what direction from us? In nearly the same latitude as England. He sent his colonists there (1623), and they suffered from intense cold and starvation. Lord Baltimore (1627) came to Newfoundland with his family, expecting to make a home for himself in a paradise. He found a land where the hard winters lasted from October to May, both land and sea being frozen, and proper food out of the question. He wrote to the king, asking permission to take his colony to Virginia, but before the answer came he started. In 1629, October, he reached Virginia. How did he know anything about Virginia? Who settled Virginia? Now, the fathers of these rich merchants were friends of the king. What church would they establish? Episcopal Church. How would they be apt to treat these colonists? Very coolly. What was the only thing left for them to do? Sail back to England. What did he do the short time he was in Virginia? Look about for some land not inhabited by white men. What would he do when he reached England? Ask the king for that land. The king gave it to him, but before the seal was placed upon the grant George Calvert died. To whom would his estate go? To his son. Cecilius Calvert took charge of his father's affairs. He also wished to help the Catholics. What should you like to learn next time?

PROBLEM: How Cecilius Calvert helped the Catholics.

MARYLAND.

I. Lords Baltimore—The Calverts.

1. Conditions in England.

1st King James on throne.

2nd Catholics persecuted.

3rd George Calvert's desire to help them.

4th Appeal to king for grant of land.

2. Experiences in Newfoundland (1623).

1st Grant given by King Charles I. Colony sent over.

- 2^d Climate too cold.
- 3^d Much suffering—Many deaths.
- 4^d Arrival of George Calvert and family (1627).
 - 1st Letter to king.
 - 5^d Decision to leave Newfoundland.
- 3. Experiences in Virginia.
 - 1st Sailed to Virginia from Newfoundland.
 - 2^d Treated unkindly. Looked upon with suspicion.
 - 3^d No Catholics wanted there. Virginians belonged to Episcopal Church.
 - 4^d Land in Virginia not occupied by white people seen by George Calvert.
- 4. Return to England.
 - 1st Asked king for this land.
 - 2^d Grant given.
 - 3^d Calvert's death before seal was affixed.
 - 4^d Succeeded by son—Cecilius.

ASSIGNMENT: Why did the Catholics desire to leave England? Tell of their experiences in Newfoundland. Tell of their experiences in Virginia. Trace route from England to Virginia. Why was Cecilius Calvert anxious to help the Catholics?

Lesson II.

INTRODUCTION: What is our problem today?

PROBLEM II. To find out how Cecilius Calvert helped the Catholics.

METHOD OF PROCEDURE: How was it Cecilius Calvert had charge of his father's affairs? What had the king given George Calvert? Grant of land in America. Why were these people anxious to leave England? To escape persecution. Could Cecilius Calvert leave England right after his father's death? What then could he do to help the Catholics? Get someone to come in his place. Get the king to place the seal on grant.

That is just what he did. He sent to the new king, Charles I, and asked for the grant. He secured it, promising to pay the king two Indian arrows every year, and to send one-fifth of all the gold and silver he found. Having done this, he sent his brother, Leonard, in November, 1633, with the colony. They came in two ships, the Ark and the Dove, with twenty gentlemen, three hundred men as laborers, and two priests.

What ocean must they cross? What dangers must they encounter? Storms. When they had been out only a few days a terrific storm arose, and the Dove was disabled. The Ark, even though it saw her signals of distress (two lights on the masthead), could give her no aid because of the rough sea, and did not hear from her for six weeks afterward. The Ark encountered storm after storm, but finally reached the Canary Islands; then sailed westward. The Dove overtook her at West Indies. They sailed on and on until they came to Chesapeake Bay. They rested at Point Comfort for a few days; then sailed up the Potomac River to a little island called St. Clement's Island, where they landed March 25, 1634. This island they found too small for a permanent settlement, so what do you

think they did? Searched for a larger island. Should you like to hear about their adventures during their search? Let us make our outline for today's lesson.

5. Aid given by Cecilius Calvert.

1² Could not leave England at this time.

2² Secured father's grant from king.

3² Promised king (two arrows, one-fifth gold and silver each year).

4² Sent brother, Leonard, with company.

6. Voyage.

1² Secured two vessels—Ark and Dove.

2² Sent three hundred laborers, two priests and twenty gentlemen.

3² Encountered many storms.

1³ Dove disabled. Returned to England.

4² Ark reached Canaries (Islands).

5² Sailed westward for New World.

6² Overtaken by Dove at West Indies.

7² Rested at Old Point Comfort.

8² Sailed up Potomac River.

9² Landed at St. Clement's Island, now Blackiston's Island.
Too small.

10² Decided to search for new settlement.

ASSIGNMENT: Imagine you were on the Dove. Tell of your experiences. Tell about the little island. Trace the voyage.

Lesson III.

PROBLEM III. To learn of the colonists' adventures during the search for a larger place.

METHOD OF PROCEDURE: Why were the colonists compelled to move? Where did they live while on the little island? Yes, some of the women left the larger boat in a little boat to do some washing, and in leaning over the side of the boat upset the boat and came nearly being drowned. How would they go to hunt their new home? In a boat. Yes, they sailed into St. Mary's River until they reached an Indian settlement. The Indians were greatly astonished at the size of the ship. They thought it was made like their canoes, and was simply the trunk of a tree hollowed out. They wondered where the English could have gotten a tree large enough to make such a large boat. The Indians treated the white people very kindly. They gave Father White their largest wigwam for a church. This was the first English Catholic Church in America. Leonard Calvert bought this land from the Indians—the Piscataway tribe, paying for it. How do you suppose they paid for it?

With hatchets, hoes, knives, cloth, axes. This was fair payment for it, for the Indians had only to go a little distance to get all the land they wanted, while the steel axes and knives they received were so much better than those they made of stone. The Indians considered themselves very rich indeed.

Buying this land showed that the colonists wished to treat the Indians how? Fairly. Yes, Leonard Calvert paid them for the land, and also for the food; nor would he allow the natives to be ill-treated by the settlers. What was the effect of this treatment? Indians were always friendly, and here were no bloody wars in Maryland between the Indians and the white men such as were fought in some of the colonies.

The colonists were taught many things by the Indians. What might they have taught them? To hunt in the forest and to find the places where the best fish might be caught. What might the Indian women have taught the white women? To make hominy, and to bake johnny cake before an open fire. Now that this settlement was fairly started, they decided to name it. They named it Maryland in honor of the queen, and called the river and the town St. Mary's, because they landed on a day sacred to the Virgin Mary. This was an humble little village. What kind of homes were here? Yes, about thirty or forty log huts and wigwams in the woods. Should you like to learn more about this humble village and the relations between the Indians and the white people?

7. Search for a new location.

1² Sailed up St. Mary's River.

2² Reached an Indian Settlement.

8. Land secured for settlement.

1² Bought land from Indians.

1³ Paid for it with hatchets, knives, hoes.

2² Treated Indians very kindly.

1³ Paid for food as well as for land.

3² Indians treated white people kindly.

1² Gave Father White a large wigwam for Church.

2² Taught men to hunt and fish.

3² Taught women to make hominy and to bake Johnny cake.

9. Name selected for settlement.

1² Humble little settlement of wigwams and huts.

2² Named Maryland in honor of the queen.

3² Named St. Mary's in honor of the Virgin Mary.

ASSIGNMENT: Would you call Leonard Calvert a good leader? Why? Tell how they secured the land from the Indians.

If you were an Indian would you be satisfied with the payment you received for the land? Why?

Lesson IV.

PROBLEM IV. To learn something more about this humble little village, and the relations of the Indians to the white people.

METHOD OF PROCEDURE: Where did they secure this village? Bargain made under a mulberry tree. Why was it named St. Mary's? Of what did it consist? Forty log huts and wigwams. Would you like to know about these huts? They were oblong huts but little higher than a

man. The only opening besides the door was a hole in the roof, through which the smoke of the fire passed out. The chief's home was larger and more comfortable, and contained beds made of skins stretched on sticks. When John Smith and his men started out to hunt for something to eat for the Jamestown colonists and surprised the colonists, what did they find they had prepared for the meal? Oysters. This was the first time the white men had ever seen or tasted oysters. These Indians in Maryland liked oysters as well as those in Virginia; they had eaten such quantities of them that the shells which they had thrown into a heap had formed mounds. These became covered with earth and seeds, which sprouted after falling into the soil had covered the mound with grass and shrubs and trees. These overgrown hillocks of oyster shells are called "kitchen middens."

For what purpose was Lord Baltimore seeking this settlement? As a home for the Catholics. Yes, but Lord Baltimore not only permitted the Catholics to come, but also invited every Christian who was persecuted to come and worship God as they pleased. He felt it was wrong for the Catholics and Protestants to dislike each other. They wanted to make Maryland a place where all men might live in happy peace and quiet, no matter what their religion might be. What does this tell you about Lord Baltimore as a man? That he was noble by nature as well as by name. Yes, and the Piscataway Indians repaid him for treating them kindly, for they were very generous to the whites, but they themselves had enemies. The Susquehannoughs, who lived to the north of them along the Susquehannough River, were very fierce and cruel. They did nothing but hunt and go to war. They would attack the peaceful tribes who were the friends of the Indians. What would Lord Baltimore do then? Try to protect these friends.

Besides catching oysters for food these Indians were also farmers. How do you suppose they dug up the earth? Instead of having plows and harrows drawn by horses, they dug up the earth with rude hoes made of stone or hard wood. Were their farms very large? What kind of soil could they dig? Rich, soft soil. When they saw the hoes the English had what were they anxious to do? Get those. They soon bought iron hoes from the Englishmen. They grew corn, beans and tobacco on their farms. How could he protect them if he did not wish to fight? Make treaties with them. The Susquehannoughs kept on attacking the peaceful Indians until a plague of smallpox broke out among them, and hundreds were killed by it. The Senecas then routed them and drove them into Virginia. While on the warpath the Senecas damaged the plantations of the whites and murdered many settlers. Whom would you blame for this? Yes, the English blamed the Susquehannoughs, and following them, surrounded them in an old fort where they had taken refuge. They declared they were innocent, and showed the English a silver medal and some papers given them by Governor Calvert as a safe conduct. In spite of this, some of their chiefs were killed and the remainder scalped in the night. In their flight they murdered many settlers. The Virginians then pursued them, and almost destroyed the

tribe. The few that remained returned to their old home on the Susquehannough River and submitted to their Indian enemies. There was a tribe of Indians on the Eastern Shore, but even though they were unfriendly to the Susquehannoughs, they did not trouble them much because the Chesapeake Bay separated them. The Indians were not the only people who caused Lord Baltimore trouble. Would you like to hear about them next time?

10. Kind of settlement.

1² Houses—forty log huts and wigwams.

1³ Oblong in shape and very low.

2³ Chiefs' homes more comfortable.

2 Kitchen Middens.

1² Indians very fond of oysters.

2² Shells thrown into mounds.

3² Mounds covered with grass, shrubs and trees.

3 Land.

1² Cultivated by Indians.

2² Land dug up by stone hoes.

3² Beans, corn and tobacco raised there.

11. Purpose of settlement.

1² Refuge for Catholics.

2² All Christians invited.

3² Wished Maryland to be a place where all men might live in peace.

12. Trouble of colonists.

1² With Indians.

1³ Piscataways very friendly.

2³ Susquehannoughs very hostile.

3³ Piscataways attacked.

4³ Colonists protected Piscataways.

5³ Senaca attacked.

1⁴ By Susquehannoughs.

2⁴ Some white people killed.

3⁴ Colonists attacked Susquehannoughs.

4⁴ Killed chiefs; drove rest away.

ASSIGNMENT: Tell about the huts bought from the Indians. Tell about the "Kitchen Middens." For what purpose was Maryland founded? How did the Susquehannoughs cause the colonists trouble? Compare our mode of preparing the soil with that of the Piscataways.

Lesson V.

PROBLEM v. To learn of Lord Baltimore's troubles with other people besides the Indians.

METHOD OF PROCEDURE: How did the Indians really cause the colonists trouble? Why did they not attack the colonists? For what purpose was Maryland founded? What did his enemies say would happen to others besides the Catholics? They would be persecuted. Do you re-

member when King James gave the grant of land to the colonists? He afterward took away part of it, and this is what he gave to Lord Baltimore. Now, William Claiborne, a Virginian, had established a trading post on a little island, Kent Island, in the Chesapeake Bay. What did he trade? Furs. With whom? Indians. When Maryland was finally established Lord Baltimore wrote to Claiborne, and told him that he was on Maryland soil; therefore he must take out a Maryland license. What reply did Claiborne give? Would not do it. Did not like Lord Baltimore's colony because it was Catholic, so was glad of an excuse to cause trouble.

Lord Baltimore then sent Claiborne notice to leave. This he refused to do. What would Lord Baltimore now do? Try to make him leave. How? By sending a boat to attack him. What would Claiborne do? Fit out a boat to attack Lord Baltimore. This is what happened. Claiborne armed a small boat, the Cockatrice, and sent it out to hunt for Lord Baltimore's vessels. Governor Calvert sent out two vessels, the St. Helen and St. Margaret. These two boats set out to hunt the Cockatrice. Where did they expect to find it? In Chesapeake Bay. After awhile they met, two boats against one. Which won? Yes, the St. Helen and St. Margaret defeated the Cockatrice. What must Claiborne do? Give up his claim to Kent Island. He went farther up the bay and bought an island from the Indians. This was really a part of Lord Baltimore's colony, but Claiborne did not know it. Soon after this John Boteler and Thomas Smith went to Kent Island and tried to make trouble, but Governor Calvert sent an army after them and made them prisoners. Boteler was pardoned, and remained faithful to Lord Baltimore from that time. How did this trouble hinder the growth of the colony? Instead of spending time building homes and raising crops, they had to try to subdue their enemies. Do you think Claiborne was willing to give up his fight? No, he was not, and even though he lived to be eighty years old he spent the greater part of that time trying to make trouble for the colonists.

Just about this time war broke out in England, and the king was beheaded. This left Parliament in power. Would this make any difference in Lord Baltimore's colony? Yes, for Lord Baltimore had lost his friend, the king. What do you suppose Claiborne would try to do? Get Parliament to take away the charter. That is exactly what happened. Claiborne took charge and established the Church of England. He said no Catholic should worship in Maryland. He had charge only a short time, when Oliver Cromwell, a friend of Lord Baltimore's, took charge of affairs in England. What do you think Cromwell would do? Give Lord Baltimore his rights. What would he do about the religion? Let the Catholics worship. After this Claiborne gave up trying to trouble Maryland. Another trouble now arose. Maryland's neighbor on the north began troubling her, but we must let that wait until next time.

2² With Claiborne.

1³ Established trading post on Kent Island.

2³ Kent Island claimed by Maryland.

3³ Claiborne refused to take out a Maryland license.

4³ War followed. Claiborne defeated.

5³ Claiborne made trouble several other times.

ASSIGNMENT: Tell about Claiborne's trading post on Kent Island. Locate Kent Island. Tell about the war. What right had Virginia to claim Kent Island? What right had Maryland? What was the result of the war?

Lesson VI.

PROBLEM VI: To learn about Maryland's trouble with her neighbors on the north.

METHOD OF PROCEDURE: Maryland had just settled her troubles with whom? Claiborne. Where did Claiborne live? Now today we are to find out about Maryland's trouble with her neighbor on the north (map). King Charles II gave William Penn this grant of land. Maryland claimed part of it. (Maryland claimed territory to 40 degrees N. This took in Philadelphia). What happened? They quarreled. What was a good way to settle this dispute? To have the land surveyed. To draw a boundary line. Where would they send for surveyors? To England. Yes, they sent out surveyors several times. What troubles would surveyors have? Indians and rough country. This went on for fifty years, until finally they sent out two men, Mason and Dixon, who were to establish a boundary line that would be satisfactory to both colonies. As they surveyed how would they mark the boundary line? With posts or stones. How far apart would these stones be? A mile. Yes, but sometimes in this rough country they had to put them five miles apart. On one side of these five-mile stones they cut the coat-of-arms of William Penn. On the other side Lord Baltimore's. On which side did they cut Penn's? These two men worked side by side, and ran the line west 250 miles, but were stopped by the Indians. They were afraid of the surveyors' instruments. This deferred the work, but later on it was finished.

Now that Maryland's troubles with the Indians, Claiborne and Penn were over, what would you expect it to do? Prosper. If they were prospering what would happen? Towns would be built and grow. What should be our problem next time? To learn something of the growth of the towns of Maryland.

3² With Pennsylvania.

1³ Grant of land given William Penn by Charles II.

2³ Maryland claimed part of land.

3³ Dispute arose.

4³ English surveyors sent out.

5³ Country wild. Savages troublesome.

6³ Dispute lasted fifty years.

7³ Mason and Dixon sent.

8³ Boundary line established 250 miles.

1⁴ Called Mason and Dixon Line.

2⁴ Posts set up every five miles.

3⁴ Coats-of-arms on posts.

4¹ Work stopped by Indians.

5¹ Completed later on.

6¹ Colony prospered.

ASSIGNMENT: What caused the trouble between Maryland and Pennsylvania? Imagine yourself a surveyor; write of the difficulties you had while surveying the boundary line. What was the result of settling this dispute? On a base map show Mason and Dixon's Line.

Lesson VII.

PROBLEM VII: To learn something of the growth of the towns of Maryland.

METHOD OF PROCEDURE: About the time, 1649, Claiborne was giving Maryland so much trouble a company of Puritans from Virginia came over and made a settlement on Maryland soil. Why do you suppose they came? Ill-treated in Virginia because of their religion.

They called their settlement "Providence." Later on its name was changed to Annapolis. It grew to be a flourishing town, and now what buildings are found there? State House and Naval Academy.

It is situated on the water. What do its people do? Go oystering, fishing and crabbing. Yes, Annapolis is one of the best oyster packing towns in Maryland. Annapolis is also important in history. About two hundred years ago England needed money. The men in England would pay no more taxes. Where would England try to get money? From her English colonists in America. How did they feel about this? Very angry. What do you suppose they did? Refused to pay.

Then England decided to tax them. She put a tax on the articles she sent the colonists. Paints, paper, glass, tea. What might they do? Refuse to pay them. England then took off all taxes except that on tea, and sent a cargo of tea on board the Peggy Stewart. It landed at Annapolis. The colonists refused to pay the tax, so the owner, Anthony Stewart, paid it. How do you suppose this made the people of Annapolis feel when one of their own people paid the tax? They became so incensed that they went to Mr. Stewart's home, saying they would tar and feather him. Would this be a good way to settle the difficulty? No, a quieter way would be better. Some gentlemen advised that he be made to sign a paper saying he had insulted the colonists. Did this get rid of the tea? No, one of the men told Stewart if he did not burn the tea they would hang him before his own door. What would you have done? Burned it. That is what he did. The people in the town watched it burn. As they saw it burning they took off their hats and cheered. This was "Maryland's Tea Party." What was our problem for today? "The Towns of Maryland." How many have we taken up? One. What might we do tomorrow? Discuss another town.

13. Towns of Maryland.

1² Annapolis.

1³ First called Providence.

2³ Settled by Puritans from Virginia.

3³ Cause of settlement.

4³ Name changed to Annapolis.

5³ Buildings.

6³ Occupations of people.

7³ Important event.

1⁴ Burning of Peggy Stewart.

1⁵ England needed money.

2⁵ England taxed colonies.

3⁵ Colonists would not pay.

4⁵ Tax put upon tea, paint, paper and glass.

5⁵ Colonists would not use these articles.

6⁵ Taxes taken off all but tea.

7⁵ Cargo of tea brought over on Peggy Stewart.

8⁵ Colonists would not accept it.

9⁵ Peggy Stewart burned.

ASSIGNMENT: Tell about the growth of Annapolis. Did Anthony Stewart do right when he burned the boat? Why? Why did England put a tax on paper, glass, tea and paint? Were the colonists right in not paying it?

Lesson VIII.

PROBLEM VIII. To learn about another town in Maryland.

METHOD OF PROCEDURE: What town of Maryland have we just studied? Annapolis. Who settled it, and why? What else did we learn about it besides its settlement? Did you agree with the way in which the colonists acted about the tea?

What are we to learn today? About another town in Maryland. Yes, and it is to be our own town, Baltimore. What do you think we should learn first about it? Its settlement. About seventy-five years after Annapolis was settled some planters who lived along the Patapsco River found they were raising more than they needed. What were they raising? Tobacco, corn and vegetables. What would they want to do with this? Sell it. How could they do this? Send it away. How could they send it? By boat. Then what would they need? A convenient place for these boats to land so that they might unload and load. They bought sixty acres of land for forty shillings an acre, and after surveying the land, named it Baltimore. After whom was it named? Lord Baltimore.

At first this town grew very slowly. It started with fourteen people, and at end of twenty years it had only twenty houses and one hundred inhabitants. It then began to grow faster, and is now the largest town in the State. Now that you have found it prospered, what would you have liked to learn further about it? If it had trouble with any other town. It did have trouble, and I wonder if you can tell me with whom? England. This trouble was not caused by taxes, like the trouble at Annapolis. England was at war with France, and needed men to fight for her. She sent ships out on the ocean (what ocean?) to stop ships coming from United States. They took men off these ships and carried them to England to fight for them. How do you think this made United States feel? What

could they do? Send ships out after these English ships. Yes, a number of these ships sailed from Baltimore. How would this make England feel about Baltimore? Dislike her. What would they decide to do? Capture Baltimore. How would they try to reach Baltimore? By water. Yes, but they also tried to reach it by land. Seventy English ships anchored off North Point on Sunday, September 11, and early next morning landed 9,000 men under General Ross. These troops started to march to Baltimore, but were met at North Point by American troops and General Ross was killed. After his death the English went back to their ships. While these men were trying to reach Baltimore by land an English fleet was trying to reach it by water. Our channel is very shallow. How would this help Baltimore? Keep the ships away. Yes, they could not get within two miles of Fort McHenry, and for twenty-four hours they hurled shots and shells at Fort McHenry. The ships were too far away to damage the fort, and also for the fort to damage the ships.

During the Star-Spangled Banner celebration, 1914, why did they have a flag made of school children at Fort McHenry? Francis Scott Key wrote the song while on a ship that was bombarding Fort McHenry.

Key went on board of one of the British ships to ask for the exchange of an American soldier. The British would not let him leave during the bombardment, and while detained there he wrote the Star-Spangled Banner on the back of an old envelope.

2² Baltimore.

1³ Named in honor of Lord Baltimore.

2³ Settled by planters along Patapsco River.

3³ Cause of settlement.

1⁴ Planters needed good harbor to load and unload cargoes.

4¹ Value of land, 40 shillings an acre. Sixty acres.

5³ Growth of town.

1⁴ At first very slow.

2⁴ At end of 20 years, 20 houses, 100 inhabitants.

3⁴ Now largest city in Maryland.

6³ Occupation of people.

1⁴ Long ago—Farmers and planters.

2⁴ Now—Manufacturing and oystering.

1⁵ Battle of North Point.

7³ Important events.

1⁴ Battle of North Point.

1⁵ England at war with France.

2⁵ Needed men.

3⁵ Tried to take men off boats.

4⁵ Privateers from Baltimore sent to stop them.

5⁵ England disliked Baltimore. Tried to capture it.

6⁵ Landed at North Point.

7⁵ General Ross Killed.

2⁴ Bombardment of Fort McHenry.

- 1⁵ English tried to reach Baltimore by water.
- 2⁵ Channel very narrow.
- 3⁵ Boats compelled to anchor off Fort McHenry, two miles away.
- 4⁵ Fired upon fort for twenty-four hours.
- 5⁵ Star-Spangled Banner written.
- 1⁶ Key on board British ship.
- 2⁶ Wrote song on back of envelope, 1814.

ASSIGNMENT: Write about Baltimore, using the following outline:

1. Settled by whom? 2. Cause of settlement. 3. Value of land. 4. Growth of town.

Tell what you can about the circumstances under which the Star-spangled Banner was written.

Lesson IX.

PROBLEM IX. To find out from our knowledge of the history of Maryland in what ways the Calverts showed their ability as leaders.

METHOD OF PROCEDURE: What is a leader? In a school game why do you let a certain boy lead the game? Who are leaders in a community? Then who would be a leader in a state? What makes them leaders? (1) Earnest in purpose, strong in faith. (2) Courageous in facing difficulties. (3) Commanding—making others obey. (4) Kind, generous, thoughtful of others. (5) Good thinkers, ability to see clearly. (6) Gaining respect of associates. (7) Adventurous spirit.

In what ways did the Calverts show kindness and thoughtfulness of others? In wishing to find a peaceful home for the oppressed Catholics. In not remaining in Newfoundland, where it was too cold. In buying land from the Indians. In not remaining in Virginia, where Church of England was favored. In what ways did they show courage? In facing difficulties in America, when they might have been living a life of ease in England, or on their estate, "Baltimore," in Ireland. Leaving life of wealth for dangers in New World.

In what ways did they show ability to command others, or to gain confidence of others? A group of three hundred people willing to try again after the disaster in Newfoundland. Ability to make good bargain with the king. Two arrows and one-fifth gold and silver. Way in which trouble was settled with Pennsylvania. Gaining friendship of Indians by treating them kindly. In what ways is respect shown their memory today?

1. Largest city in Maryland named for them. 2. Maryland flag. Coat of arms of Crossland and Calvert family. 3. Maryland seal. 4. County in state named for them.

Let us make out outline.

14. Calverts as leaders.

1² Characteristics of good leaders.

1³ Earnest purpose.

2³ Not afraid of danger.

3³ Make people obey them.

4³ Kind and thoughtful.

5³ Able to settle difficulties.

- 2² Showed kindness and thoughtfulness.
 - 1³ In helping Catholics in England.
 - 2³ In leaving Newfoundland.
 - 3³ In buying land from Indians.
- 3² Showed ability to command.
 - 1³ In settling trouble with Claiborne.
 - 2³ In settling trouble with Pennsylvania.
- 4² Showed courage.
 - 1³ In leaving wealth in England for dangers of New World.
- 5² Honor paid to memory today.
 - 1³ Largest city named for Baltimore.
 - 2³ Maryland flag and shield—coat-of-arms of his wife's and his family.

MARYLAND SEAL.

After the trouble with Ingle and Claiborne Lord Baltimore sent over a new seal to replace the Great Seal (Silver) taken by Ingle's followers. On one side was Lord Baltimore on horseback, clad in full armor and holding a drawn sword. Around the edge was the Latin inscription, meaning Cecilius, Absolute Lord of Maryland and Baron of Baltimore.

On the other side were engraved the arms of the Calvert and Crossland families (Alicia Crossland was mother of George Calvert) supported on one side by a fisherman, and on the other by a ploughman, and resting on a scroll bearing the inscription, Fatti, Maschu, Parole Femini—meaning "Deeds are males, words females," or "Manly deeds, womanly words."

Several new seals have been used, but the old one has now been in use since 1876. *Ten* different seals have been used.

MARYLAND FLAG.

During the battle of the Severn Governor Stone carried a Maryland flag. This flag contained all of the colors and characteristic design of the Great Seal. It was adopted as the legal flag of the State by the General Assembly of 1907, and was ordered displayed from the State House during the session of the Assembly.

PENNSYLVANIA: WILLIAM PENN.

MODE OF ATTACK: Why did the Catholics and the Pilgrims leave England? Because of religious persecution. There was another company of people in England, the Quakers. These people tried to find what was right by consulting their own hearts. They believed in showing no more signs of respect to one man than to another, and at that time they would not take off their hats even to the king himself. These people suffered even more because of their religion than the Catholics and Pilgrims had, yet they were a brave people. They would go anywhere, and speak what they believed to be true and right, even though they knew they would be cast into prison for it. I must tell you how they came to be called Quakers. Once their leader, George Fox, was taken before a judge and accused of breaking the law, because he had been preaching in the streets. He bade the judge to "tremble before the Lord." Since quake and tremble mean the same, the Society of Friends came to be called "Quakers."

The Quakers approved of dressing very plainly. If people think too much of their clothes, they said they would become proud and envious. They loved to remember that Abraham and Isaac were herdsmen; that John the Baptist wore a rough garment of camel's hair; and, greatest of all, that the Savior was born in a manger and reared in a carpenter's home, and choose poor workmen for his followers and friends.

George Fox, the founder, studied these facts from the Bible while attending his master's sheep. He was a poor weaver's son.

These Quakers were often cruelly whipped and thrown into dark prisons, where many died because of the bad treatment they received. What should you like to learn about these people? Who helped them?

PUPIL'S AIM: To learn from whom the Quakers secured help from the persecution.

METHOD OF PROCEDURE: What should you have done had you been a Quaker? Tried to leave England. But these people were very poor. What was necessary if they wished to leave England? They must have a place to go and a way of going. What was the only way to secure a place to go? Get a grant of land in America from the king. Would he be likely to give these poor people a grant of land in America, and vessels to use in going? No. How might he be persuaded to do this? If a friend of the king should ask for the grant perhaps he might give it. There was a rich young Quaker, William Penn, who felt very sorry for these people, and wished to help them. He had not always been a quaker. Should you like to know how he became one? He was the son of a rich admiral, and while attending Oxford University in 1660 he heard George Fox preach. Penn and many of the other students were convinced that he spoke the truth. From that time on Penn refused to wear the student's gown, because he said it showed pride. He and some of the other students began to hold Quaker meetings. What do you suppose happened? He was expelled from the University. When he reached home how did his father feel about this? Very angry. He tried to make Penn say he would no longer be a Quaker. Penn would not yield; then his father even whipped him, but it did no good. Finally he turned him out of doors. How would his mother feel about this? Very sad. What would she do? Persuade her husband to let him come home again. Admiral Penn then decided to send him traveling through Europe. Why? So that he might forget about the Quakers. Even though he traveled for several years, and studied, he did not forget his friends. When he was twenty-two he was in Ireland looking after some business for his father. While there he heard George Fox preach again. Soon after this he was put in prison for being one of a crowd of people who listened to Quaker preaching.

When he was set free his father sent for him to come home immediately. Why? To tell him to give up the ways of the Quakers. William said he could not do this. Then Admiral Penn told him that if he would only take off his hat before King Charles II and Duke of York, and himself, he would forgive everything else. William would not yield. What happened. He was turned out of doors again. How might his mother help him now? By sending him money. The king, Charles II, and the Duke of

York were also kind to him for his father's sake. Penn was put in prison many times for writing and preaching about the Quaker religion. At last his father, finding his son was so determined, allowed him to come home, and never again interfered with him in his religious belief. When the old admiral was dying he sent for his friends, Charles II and Duke of York, asking that they be friends to William. Both promised, and kept their word. William was very glad of this when it came time for him to ask for help for the Quakers. Should you like to know how he did this?

PENNSYLVANIA—WILLIAM PENN.

I. William Penn.

1¹ Conditions in England.

1² Quakers badly treated.

2¹ Kind of people.

1² Tried to find what was right by consulting own hearts.

2² Believed in respecting all alike.

3² Spoke what they believed to be true and right.

4² Dressed very plainly.

5² George Fox, their leader.

3¹ William Penn.

1² Son of Admiral Penn.

2² Became a Quaker while at Oxford.

3² Expelled for refusing to wear gown.

4² Sent to travel in Europe.

5² Imprisoned upon return for attending Quaker religious meeting.

6² Expelled again from home.

7² Called home by father.

8² Promise given Admiral Penn of Charles II and Duke's friendship to William.

ASSIGNMENT: Write a story telling how the Quakers received their name. Tell how Admiral Penn tried to make Penn give up the Quaker religion.

Lesson II.

PUPIL'S AIM: To learn how William Penn helped the Quakers.

METHOD OF PROCEDURE: After Admiral Penn's death who took charge of his affairs? William Penn. Was Penn any longer in danger of imprisonment? No. King and Duke of York had promised to be his friends. The admiral had been a faithful friend to the king. He had also loaned the king \$80,000. When Penn was settling up the estate the king could not pay this money. How do you suppose Penn was willing to settle the debt? By the king giving him a grant of land in America. Would this be an easy way to settle the debt? Charles II was very glad to settle the debt so easily, so he gave Penn a great tract of land north of Maryland and west of the Delaware River. (Use map). For this Penn was to pay to the king two beaver skins each year and one-fifth of the gold and silver found. This tribute was duly paid by the Penn family for ninety-nine years, or until Pennsylvania became an independent state. Penn wished to call it

New Wales, because Wales is a mountainous country, and he had heard that there were mountains beyond the Delaware River. Had he heard rightly? Yes. Appalachian Mountains. But King Charles II did not like this name, so Penn decided to name it Sylvania, meaning woods, but the king when he signed the charter put "Penn" before Sylvania, making it Penn's Woods. Penn was annoyed at this. Why? Because he was so modest. But the king declared it was in honor of Admiral Penn's faithful service. The king did not think it worth much. He did not know that these woods would one day be of greater value than all of his riches. Can you tell something useful that comes from these mountains of Pennsylvania? Coal and iron. When Penn received his grant of land from the king he found that he had no seacoast. What do you suppose he did? Tried to secure more land. Yes, he bought (New Jersey; use map) from Duke of York. New Jersey included Delaware.

How did Duke of York secure New Jersey? Took it away from the Dutch. What people had settled there? Swedes. Just as soon as Penn had settled about the tract of land he sent over three ships, in which were a number of people who were anxious to settle in Pennsylvania. One ship was driven to West Indies by a storm; the other two reached the Delaware River, and anchored off the little Swedish town of Chester. Here they were blocked in the ice. The Swedes did all they could for the comfort of the people, but many were unable to get shelter, so they dug caves in the ground or built earth huts, and there Penn found them when he came over in the following autumn. What should you like to know next? What Penn did when he reached America?

4¹ Grant of land given.

1² Penn settled up his father's estate.

2² King owed Admiral Penn money—\$80,000.

3² Could not pay.

4² Penn asked for a grant in payment.

5² King glad to settle debt.

6² Location of grant.

1³ North of Maryland and west of Delaware River.

7² Tribute to be paid.

1³ Two beaver skins and one-fifth of gold and silver.

8² Tract named.

1³ Penn's wish—New Wales. Why?

2³ Objection of king.

3³ Called Sylvania by Penn.

4³ Called Pennsylvania by king.

9² New Jersey bought from Duke of York.

5. First people sent.

1² Three boat loads.

2² One driven to West Indies.

3² Other two reached Chester.

1³ Treated kindly by Swedes.

ASSIGNMENT: Write a conversation between King Charles and Penn, which will tell how Penn secured the land, or how the debt was settled. Tell

how Pennsylvania received its name. Imagine you were one of the settlers who could not find shelter in a house in Chester, and tell what you did.

Lesson III.

PUPIL'S AIM: To find out what Penn did when he reached America.

METHOD OF PROCEDURE: The next year when Penn was ready to start for America what two friends would he wish to bid good-bye. The Duke of York and King Charles II. The king was fond of joking, and told Penn that he never expected to see him alive again, because he felt sure that the Indians would be glad to catch such a good-looking man as Penn and eat him.

"But, Friend Charles," said Penn, "I mean to buy the land from the Indians, so that they will keep on good terms with me, rather than eat me." "But their land," exclaimed the king, "Why, is not all of America mine. Didn't my people discover it? So haven't I a right to it?" "Well, Friend Charles," said Penn, "suppose a canoe full of Indians should cross the sea and discover England, would that make it theirs? Would you give up your country to them?" The king did not know what answer to make. This was a new way of looking at the matter. He probably said to himself: "Those Quakers are a strange people; they seem to think that even American savages have rights which should be respected."

Penn then bade the king good-bye and sailed for America. When he reached the Swedish settlement the people came to meet him with a sod in which was planted a green twig. This was to show that he owned the land and all that grew upon it. Next they presented him with a dish full of water. This showed he was master of the seas and rivers. Next they gave him the keys of the fort. This showed that he was in command of the army and had full power. Why did they do all this? How do you think Penn accepted it? Very modestly.

Penn then sailed farther up the Delaware River, 1682, and selected a spot where he decided to build a city. The ship in which Penn had come had the pretty name of "Welcome," and to the city he gave the name of Philadelphia, which means "Brotherly Love." Why did he give such a name to the city? He hoped that all of his people would live and act like brothers. What was the first thing that the men had to do before starting a city? Cut down trees and build homes. Penn had drawn plans of his city before leaving England, and the streets were laid off so straight that not a dollar has been spent since in straightening them. They named these streets for the trees they cut down. What names were given? Chestnut, Cedar, Spruce, Walnut, Pine, Locust. These names are still found there. They had planned that each home might be in the center of a lot, so that it might have a beautiful lawn, and there would be less danger from fire. They worked very hard building homes, but winter came on before many homes were completed, so some of the people dug caves in the bank of the river. There they lived until spring.

In the spring many more people came. Where would these find shelter? In caves until homes could be built for them. Philadelphia grew very fast. In one year it had 357 houses, many built of frame, many of red brick, and still others of logs. In three years it contained 2,500 people, and

something that is important to us—a school for boys and girls taught by a Quaker teacher. His terms were: "To learn to read, four shillings a quarter; to learn to write, six shillings." If you should visit Philadelphia today, you would not only see beautiful school buildings, but many large public buildings. Besides these, there are many old buildings which you would like to visit, such as (1) Independence Hall, where many old flags and Liberty Bell are to be found. Read story from Guerber. (2) Betsy Ross House, where our flag was made. (3) Christ Episcopal Church, which Washington attended. You would also like to visit the mint, where some of the money you use is made. How had Penn told the king he was going to secure the land from the Indians? Have we found out if he did this? Should you like to do this next time.

6 Penn in America.

1² Bade King Charles good-bye.

2² Landed at Swedish settlement.

3² Reception by the people.

1³ Sod presented.

2³ Dish of water.

3³ Keys of fort.

4² Site for Philadelphia chosen 1682.

1³ Sailed up Delaware River.

2³ Named Philadelphia.

3³ Streets laid out very straight.

1⁴ Named for trees.

4³ Homes built.

1⁴ Log houses.

2⁴ Frame and brick houses.

5³ Growth of city.

1⁴ Very rapid.

2⁴ Three hundred and fifty-seven houses in one year.

3⁴ Quaker school in third year.

6³ Noted buildings now in Philadelphia.

1⁴ Independence Hall.

2⁴ Betsy Ross House.

3⁴ Christ Episcopal Church.

ASSIGNMENT: Give the conversation between Penn and King Charles when Penn went to bid him good-bye. Why did the people present Penn with the sod, the dish of water and the keys to the fort? Compare the growth of Philadelphia with the growth of Baltimore.

Lesson IV.

PUPIL'S AIM: To find out how Penn secured the land from the Indians.

METHOD OF PROCEDURE: How had Penn told the king he would secure the land? How might he see the Indians? Call the Indian chiefs together. The chiefs came and met Penn under a large elm. He walked into their midst unarmed. How do you think this made the Indians feel toward him? Very friendly. How do Indians show their friendliness? Smoke the calumet, or peace pipe. After smoking the peace pipe, Penn bargained for the

land, and made a treaty which lasted for more than sixty years. "The only treaty never sworn to and never broken." Why was it not sworn to? Against Quaker religion to take an oath. The Indians were delighted with Penn. How could they show it? By giving him presents. They gave him a wampum belt, on which a paleface and a redskin were represented hand in hand. This belt is still carefully kept by the Pennsylvania Historical Society. Then Penn made a speech, to which an Indian replied: "We will live in peace with Penn and his children as long as the moon and sun shall endure." They did live in peace with the Indians because the Quakers were so gentle that they treated every one kindly. There is a story which shows how good and generous even the Quaker children were. We are told that a little girl sat at the door of a log house one day eating her milk porridge. Her mother heard her softly say again and again, "Now thee shan't," then, "Keep to thy part." As no one was near the mother stole up on tip toe to find out to whom the child was talking. Imagine her surprise when she saw her little girl sharing her supper with a big black snake, which ate from one side of the bowl, while she helped herself from the other, patting him on the head with her spoon if he attempted to come over to her side.

If you had been a Quaker boy, would you have loved the elm? What would you have tried to do? Have it taken care of. It was taken care of for many years, and during the Revolutionary War was guarded carefully, so that no harm might come to it. In 1810 it was blown down during a storm, and a monument with "Unbroken Faith" on it was erected in its place.

Now that Penn had his city started and the land question settled, he was delighted with his new home, but did not have much opportunity to enjoy it, because he heard that the Quakers in England were being persecuted again, so he sailed for England. He was not able to return to Pennsylvania for fifteen years, and then only remained for two years. When Penn died the management of the colony passed to his three sons. The colony did not prosper under their management as it had done under Penn, but a man, Benjamin Franklin, came to Philadelphia and did many things for the city. Should you like to know what some of these things were?

5² Treaty with Indians.

1³ Chiefs called together.

2³ Met under large elm.

3³ Peace pipe, or calumet, smoked.

4³ Land bargained for.

5³ Lasted sixty years.

6³ Elm tree taken care of.

7³ Tree blown down (1810).

8³ Monument placed there.

7. Penn's return to England.

ASSIGNMENT: Was Penn right in believing the Indians were the right owners? What do you think he avoided by treating the Indians as he did? Tell the story, showing the gentleness of the Quaker children. What city and state does the name "William Penn" recall to your mind?

Lesson V.

PUPIL'S AIM: To find out what Benjamin Franklin did for Philadelphia.

METHOD OF PROCEDURE: What is it that we should know about this man? His early life. Benjamin Franklin was born in Boston, 1706. He was the youngest of seventeen children, and while a boy had to help his father, who was a soap and candle maker. He only went to school two years, but he read many books at night. In olden times the boys began quite early to learn some trade. The natural thing for a boy to do was to learn his father's trade. For two years after leaving school Benjamin worked for his father. What did he do? Cut wicks, molded candles, tended shop and ran errands. He did not like this kind of work, so Mr. Franklin took him to see bricklayers, joiners, tanners and cutters at their work. Not one of these trades suited the boy. At last his great liking for the few books persuaded his father to make a printer of him, so he was sent to his brother James' printing office when he was twelve years old. In return for his board and clothes, and for being taught the printer's trade, Benjamin was to work for his brother until he was twenty-one. Here Benjamin had better opportunities for reading. Why? The booksellers would lend him books, which he would sit up all night to read, so that he might return them in the morning. One of James Franklin's friends invited him to his library, lending him as many books as he could read. Inspired by things which he read, he began to practice writing, and even though he was kept busy every day, he worked faithfully at his writing every evening, and on Sundays, and also tried to improve his language.

For two years he worked faithfully setting up type and doing the work of the office. His brother James then began to print a newspaper, and Benjamin often thought he would like to write something for this paper, but knew that James would not print anything if he knew his little brother wrote it, so one night he slipped a little story he had written under the door of the office. James found it and showed it to some of his friends. They all decided that it was written by a very clever man. How did Benjamin feel about this? He was very much delighted, and kept up his secret writing for some time, enjoying the joke on James immensely.

When Benjamin was sixteen James printed something in his paper which the Massachusetts Assembly did not like. He was put in prison for a month, and was forbidden to print "The New England Courant." He then decided to print the paper under Benjamin's name. Now the paper was more clever than ever before. Every number was full of fresh news and lively jokes. It sold like hot cakes. Things would have gone very well had James not proved such a harsh master to his younger brother, often beating him.

Finally Benjamin could bear it no longer, and decided to run away. This made James more angry, and he went to all of the printers in Boston, telling them not to give Benjamin any work.

Unable to get work in Boston, he decided to go to New York on a packet boat. Are we willing to leave him there? No. What then should be our problem next time? To find out what he did upon reaching New York.

BENJAMIN FRANKLIN.

I. Early life.

1² Born in Boston 1796.1³ Youngest of seventeen children.2² Worked at candle and soap making.3² Education.1³ Went to school two years.2³ Read many books at night.4² Work in brother's office.1³ Set up type.2³ Slipped his stories under office door.3³ Paper printed under Benjamin's name.1⁴ Brother in prison.

ASSIGNMENT: Tell about Benjamin's boyhood. Tell about Benjamin Franklin's education. Tell about the joke he played upon his brother.

Lesson II.

PUPIL'S AIMS To find out if Benjamin Franklin reached New York, and what he did there.

METHOD OF PROCEDURE: Where did we leave Benjamin Franklin? Why did he leave Boston? To get to New York meant a journey of 300 miles by boat. This was quite a trip in those days. When he reached New York he had little money in his pocket, and since he was a stranger in the city, he hunted up the only printer there, William Bradford. Mr. Bradford had no work for him, but advised him to go to Philadelphia, where his son was a printer. Early the next morning he was on his way again, and on the morning of the fourth day reached Philadelphia. He walked up the streets of the Quaker city alone, very tired and hungry. What would be the first thing for him to do? Hunt for food. A boy directed him to a bakeshop where he asked for 3 pennys' worth of bread. To his surprise, he was given three great puffy loaves of bread. They were much too large to go into his pockets, so he tucked one under each arm, and eating the third, went on up the street.

As luck would have it, he sauntered by the home of a certain Mr. Reed just as Miss Reed was standing in the doorway. This young lady, little dreaming that she was looking at her future husband, could not keep from laughing at the poor, awkward stranger. Where do you think he went after finishing his bread? To hunt a lodging-house. Where would he go in the morning? To hunt Mr. Bradford.

When he found Mr. Bradford he was told that he needed no help, so he went to the only other printer in Philadelphia, Mr. Keimer, and here he was given work. While he was working for Mr. Keimer his brother-in-law, Captain Holmes, wrote asking the young man to go home. When the captain received the answer he showed it to the governor of Pennsylvania, who happened to be with him. The governor read the letter, and expressed surprise that a boy of seventeen could write so well.

One day while Franklin and Keimer were at work near the window of the printing house they saw two finely dressed gentlemen coming to the door. Keimer thought, of course, that the distinguished visitors were for

him. He was very much surprised when one of them said that he was the governor of Pennsylvania, and that he wished to see Benjamin Franklin.

The governor told Franklin that there was great need of a good printer in the colonies, and that if he would set up in business for himself that he should have all of the public printing in Pennsylvania and Delaware. This was indeed an honor. Furthermore, the governor offered to send Franklin to London to choose the things necessary for his start as an independent printer. How do you think Franklin felt at this honor? Delighted. He sailed on the *yearly* ship for London. He was to find letters of introduction there. The governor was to send these letters to the firms in London, telling them to let Franklin have what he wanted to fit out a printing office. When he arrived in London, without money or friends, he found no letters awaiting him. The governor had neglected this important work. What do you think he did? Hunted for work. He soon found employment with a printer, and went to work with a will. While there he made friends with a young printer, who so admired his swimming skill that he proposed they should travel together and give swimming lessons. At first Benjamin was quite pleased with the plan, and the first great American came very nearly being a swimming master. However, he decided to give up the idea and return to Philadelphia. What would be our next problem? To learn if he reached Philadelphia, and what he did.

2. Life in Philadelphia.

1² Quarrel with brother.

2² Departure for New York.

3² Departure from New York for Philadelphia.

1³ Bread bought.

2³ Fun of Miss Reed.

3³ Work in printing house.

4³ Interest of governor of Pennsylvania.

1⁴ Trip to London.

1⁵ Work in printing house.

ASSIGNMENT: Why did Franklin leave Boston? Tell of his first day in Philadelphia. Why was the governor interested in him?

Lesson III.

PUPIL'S AIM: To learn if Franklin reached Philadelphia, and what he did.

METHOD OF PROCEDURE: What were we to learn today? What Franklin did when he reached Philadelphia? It took nearly all of his money to pay his way over; what did he then have to do? Go to work again for Keimer. In a short time he had saved money enough to set up a business for himself. He was soon making a success at job printing, but he was not satisfied with this. He wished to print a paper in Philadelphia like Mr. Bradford printed in New York. When he was twenty-three he decided to print a newspaper and make it the best in America. He set to work. In a little while everyone wanted the Pennsylvania Gazette. Why? It had the best and latest news. When there was not news enough to fill the paper, Franklin wrote funny articles, which pleased the quiet old Quaker town. Sometimes he would ask funny jokes in one paper and answer them in another, pretending to be a different person each time.

Once Franklin published an article in his paper which some of the rich men of Philadelphia did not like. Hearing that they did not like what he had said, he invited them to supper with him. When they sat down to supper they saw before them only two puddings made of cornmeal, and a stone jug of water. Franklin politely helped his guests, and then, filling his own plate, ate heartily. The guests tried to eat, but not being accustomed to such fare, could not enjoy it.

At last Franklin rose and said: "My friends, anyone who can live on sawdust pudding and water needs no man's patronage."

When Franklin was twenty-four he married Deborah Reed, the young lady who had laughed at him the first morning of his arrival in Philadelphia. She helped him in every way that she could in his business—folding and stitching pamphlets, tending shop, purchasing old linen rags for paper.

In those days everyone read the almanac very carefully. No matter how few books a person had, he was sure to buy an almanac every year. In 1732, the very year that Washington was born, Franklin made up his mind to publish an almanac. It was to contain not only all the useful information usually found in almanacs, but also a great deal of wisdom which should benefit the common people, who bought scarcely another book. In it Franklin printed many funny quotations; but the things that are remembered best are the many wise sayings that he gathered together. Here are a few of them:—

Lost time is never found again.

Early to bed and early to rise makes a man healthy, wealthy and wise. Laziness travels so slowly that poverty soon overtakes it.

Do you think that a man like Franklin would not wish to do something more for his city than just to print a newspaper and an almanac? Should you like to know what he did?

3. Return to Philadelphia.

1² Worked for Keimer.

2² Edited newspaper.

1³ Best and latest news.

3² Independence shown.

1³ Supper at Franklin's home.

4² Marriage to Deborah Reed.

1³ Helped him at his work.

5² Almanac published.

1³ Poor Richard's Almanac.

2³ Contained wisdom and fun.

3³ Contained many wise sayings.

ASSIGNMENT: Tell how Franklin treated the rich men who objected to items in his paper. Tell about Poor Richard's Almanac.

Lesson IV.

PUPIL'S AIM: To learn what Franklin did for his city.

METHOD OF PROCEDURE: Tell some of the ways in which a man may serve his city. Franklin began by organizing a better police force. Then he formed a fire company, the first in Philadelphia. This company had no engines or hose carts, as fire companies have today, but every member had

to keep a certain number of leather water buckets and some strong bags and baskets, in which to carry goods out of a burning house.

In Franklin's day all of the houses were heated by great open fire-places, near which you might sit and scorch your face, while your back froze. Franklin invented an open stove, which heated the entire room, and at the same time saved fuel.

He was a lover of learning, and was not satisfied that Pennsylvania had no college, so in 1749 he succeeded in founding the present University of Pennsylvania. He helped to start a public library; also to establish a Philadelphia hospital. He had the streets cleaned and lighted by street lamps that he invented.

Once when Franklin was in Boston he met a man who showed him several electrical experiments. Franklin had known nothing of electricity before this time, and was very much interested in it. He then began to study about it, and once during a thunderstorm drew enough electricity from the clouds, by means of a kite, to fill a Leyden jar. This proved that electricity and lightning were the same. He then invented a lightning rod to protect his home.

Just about this time the colonies were having trouble with the French, so they held a meeting at Albany to decide what could be done. Pennsylvania sent Franklin to this meeting as their representative. He wanted the colonies to unite and work together.

Just after this, Penn's sons, who had gained control of affairs when Penn died, began to compel the poor people to bear the expenses of the colony, so that they need not bear the taxes, even though they were able to do it. The people of Pennsylvania urged Franklin to ask the King of England to take away the government of Pennsylvania from the Penns, and to govern it himself. The king finally did this.

During the Revolutionary War, the colonies were too poor to pay their soldiers. Franklin went to France and persuaded the French to help the United States. They sent ships, soldiers, food, ammunition and shoes to America.

When United States was ready to declare its independence Franklin was one of the men chosen to prepare the Declaration of Independence.

4. Work accomplished for Philadelphia.

1² Public library.

2² Fire company.

3² Stove—Need for this.

4² Clean streets.

5² U. of Pa. started.

6² Hospital founded.

7² Electricity—Lightning rod.

5. Public service rendered.

1² Representative to Albany Convention.

2² Trip to England in behalf of people.

3² Trip to France to secure aid during war.

4² Preparation of Declaration of Independence.

6 Honor give Franklin.

- 1² Find Franklin's name used in name of 200 counties or towns in United States.

ASSIGNMENT: Compare Franklin's fire company with our modern fire companies. How did Franklin show that he was fitted for his work? What honor did Philadelphia give him? What important events in history do we associate with Franklin?

French and Indian War

INTRODUCTION: What three countries made settlements in America? In which section did the Spanish make their settlements? (Locate on map.) What became of this settlement? What two other countries then controlled America? England and France. Where were the English settlements? Where were the French settlements? (Locate on map.) (Here use an outline desk map. Have pupils locate settlements.)

By the middle of the eighteenth century the colonies of England and France were firmly planted in North America. The French had crept in and made settlements along the St. Lawrence and Mississippi Rivers. What had they built along these rivers to strengthen their claim to the land? The French had built forts along both rivers. These were used as trading posts.

Let us compare the territory controlled by the French with that controlled by the English. Territory controlled by English small as compared with that controlled by French. But remember that although it was only the coast region that was settled, England claimed that her colonies extended straight across North America to the Pacific Ocean.

Let us look at the land west of the Alleghanies claimed by the French and that claimed by the English. What do we find? A great deal of land in the Mississippi valley was claimed by both England and France. Why were both countries so anxious to claim this land west of the Alleghanies? Land was valuable for hunting, trapping and selling furs, and to increase their territory. Let us take our outline maps of North America, and locate the chief trading posts that have been established by the French. Stodacone or Quebec; Hochelaga or Montreal; Port Royal, Acadia; Fort Niagara, Fort Duquesne. Map showing forts.

In what might this overlapping of claims result? In war between the French and English. What should be our problem? To learn if this overlapping of claims did result in war between English and French.

PROBLEM I: To learn if this overlapping of claims did result in war between English and French.

When the French first began to trade for furs with the Indians at Quebec why were they willing to give so many furs for the merest trifles? The Indians did not know the real value of their furs. (Red cloth, beads, brass kettles, etc.) What taught them the value of the furs? The eagerness of the French to secure the furs. What did the Indians then do? Demanded guns, hatchets, knives—more useful articles. How did the cunning French, who knew the real value of the furs, try to gain advantage over the unsuspecting Indian, and thus secure the coveted furs? By giving him "saura," or rum, and while intoxicated fleece him.

NOTE: Have pupils argue or debate "Why was it not right for the white man to use "saura" to help him to get the Indian to sell the pelts more cheaply?"

REFERENCES:

Source readers in American History, Macmillan Co., No. 2, p. 91. Colonists and the Revolution, Century Co., p. 97.

Was there any other advantage besides fur trading in occupying this territory? Wished to control Ohio River. This was a gateway to Mississippi valley. What would be the best way for England to strengthen her

claim to territory in this region? To build homes or trading posts, as the French had done. What then will be our problem for next time?

PROBLEM II: To learn in what way the English tried to strengthen her claim to territory in the Ohio Valley. Let us make our outline of this lesson.

Struggle between France and England for control of territory in America.
I. Conditions in America.

1. English possessions.

Along Atlantic coast east of Alleghanies. Settlements made. Homes built.

2. French possessions.

Along St. Lawrence and Mississippi Rivers. Fort built as mission posts and trading posts.

3. Comparison of territory controlled. Territory of English small compared with that of French.

4. Claims of each country. Much land in Mississippi valley claimed by both English and French.

5. Reasons for desire of each to claim territory. Valuable for hunting, trapping and selling furs. Wish to increase territory. Wish to gain control of Ohio River. Gateway to Mississippi River and to Mississippi valley.

ASSIGNMENTS: 1. Why did the French come to America? Why the English? Contrast differences in settlement. 2. Why was each one so anxious to gain control of Ohio valley. 3. How was it that the claims of these countries in Mississippi valley overlapped.

Lesson II.

PROBLEM II. To learn in what way the English tried to strengthen her claim to territory in the Ohio valley.

What did we say was the best way for England to strengthen her claim to the territory in the Ohio valley? To build homes or trading posts. In order to do this some merchants in Virginia organized a company called the "Ohio Company." This company was to build forts along the Ohio River. The men at these forts would engage in what? Fur trading. These forts would divide the French settlements in Canada from the French settlements in Louisiana. (Show this on wall map; also on desk map used in first lesson.) What would the French try to do? Keep the English from building posts on the Ohio River. How would they do this? Build forts in the Ohio country.

Whom did they find in possession of this country? The Indians. These Indians had retreated from the settlements made by the English, and had taken up land here. How would they feel when they saw the French beginning to build in their territory? Wild with alarm. They seemed like a mob of bewildered children between two fires.

One of the Indians said that the English and French were like the two edges of a pair of shears, and that the Indians were the cloth which was to be cut to pieces between them. The French, seeing the confusion and alarm of the Indians, tried to win their confidence. How would they do it? By giving them presents. They did this, but also tried another way.

England and France were having a war in Europe. How would this affect their colonists in America? Make them bitter toward each other.

For this reason the French were anxious to draw the friendship of the Indians from the English, so they told them that the English were seizing their land, and led them to believe that the French would aid them if they got into trouble with the English. As a result of this the Indians aided the French in an attack upon the little village of Haverhill, Mass., when a rich woman, Hannah Dustan, and her nurse were taken captive. A boy, who had been taken captive some time before, was with the Indians. The two women and he escaped at night after killing some of the Indians, and returned to Haverhill. The war had begun. Because the Indians took part in the struggle it was called the French and Indian war. Another attack was made upon Deerfield, Mass. Many of the homes were burned, and many inhabitants killed. Others were taken captive and carried off to the Canadian settlements. Read story of the march from Deerfield to Canada. "Struggle for continent," Parkman, p. 281.

How would this make the English feel toward the French? Very bitter. How would it make the Indians feel towards English? Unfriendly and hostile. Why? Felt English were going to drive them off their lands.

The English scarcely knew upon which tribe of Indians they might depend. Even the Iroquois, who had been so hostile to the French and friendly to the English, were now wavering, and neither the French nor the English knew in whose favor the Iroquois would decide, yet many of the tribes of Indians became fast allies of the French. The chain of French forts gradually lengthened in the Ohio country. Which English colony would be most anxious to drive the French from the Ohio country? Virginia. Why? Because so many of her people would wish to cross the mountains to live in the valley.

How would this be a good thing for Virginia? These settlers would need supplies, tools, weapons, horses. These they must buy in the colony. How would the governor of Virginia learn about these French forts? From hunters and friendly Indians. What kind of information would he get from them? Very meagre. Only a little from each. No connected story. If he wished to drive the French out of Ohio country, what must he know before making any plans? The strength of the forts, the number of French and their plans. How will he find out their plans? (Children would suggest sending out spies). Instead of sending spies the governor decided to send a message to the French commander of these forts, telling him that he was on English ground. How might he learn the plans of the French at the same time? By sending a messenger, who would be on the alert all the time. What would be our problem for the next lesson?

PROBLEM III: To learn whom Governor Dinwiddie, of Virginia, sent as a messenger to the commander of the French forts, and also some of his adventures on the journey.

II. French and Indian War.

1. Cause.

Overlapping of territory claimed by French and English.

Mississippi valley and Ohio valley claimed by both.

War in Europe between France and England.

Influence of French upon Indians.

2. Signs of trouble.

English determined to drive French out of Ohio valley.

Organization of Ohio Company.

Formed of Virginia merchants.

Decided to build forts to hold territory.

Wished to divide French settlements at north from French settlements at south.

French determined to hold their territory.

French forts built.

Confusion and alarm of Indians.

Confidence of Indians gained by French.

Attack upon Haverhill by French and Indians.

Many prisoners taken.

3. Aim of English to avert trouble.

Decision of governor to send a messenger to commander of French forts.

ASSIGNMENTS:

1. Why was this called the French and Indian war? 2. In what way would a war in Europe between France and England affect the French and English in America? 3. Why could the French so easily influence the Indians to act against the English? 4. Write about the Ohio Company. Organized by whom? Reasons for organization.

Lesson III.

PROBLEM III. To learn whom Governor Dinwiddie sent as a messenger to the commander of the French forts, and also some of his adventures on the journey.

What had Governor Dinwiddie decided to do? Send a message to the commander of the French forts. What kind of a messenger would he wish to secure. One who would be on the alert. What might this messenger learn about the French while on this journey? Where forts are located, number of forts, position of cannon, number of French, strength of forts, amount of provisions on hand, kind of officers, their friendship with the Indians; also what place would be best for an English fort. What kind of a journey would this messenger have? A difficult and dangerous journey of about 500 miles through a country where there were no roads or bridges, and where they might meet hostile Indians. What kind of a messenger will the governor need to endure these hardships? One who was strong and brave, and who knew the ways of the woods, and also the ways of the Indians; quick to decide what to do in time of unexpected trouble. How must he meet the French commander? In a courteous way, yet he must be watchful if he were to be shrewd enough to learn what he wished to know about the French plans.

A young man, George Washington, nineteen years of age, was chosen by Governor Dinwiddie to carry this important message. Why was he chosen? His work as a surveyor for Lord Fairfax had made him strong and self-reliant; had given him a great knowledge of Indian character; and of the best way to journey through the wilderness; had also made him accus-

tomed to danger and hardships. His friendship with Lord Fairfax had taught him how to talk with people. What preparations would he make for this journey? Provisions, dress, Indian guide and a few hunters. Why carry provisions? His journey was an important one for his country; he could not stop to hunt for food in the wilderness. How carry the outfit? On pack horses and in canoes. Besides the hunters and guide, he took with him a Dutchman who could speak a little of the French language, and a frontier friend named Gist, who knew the way as far as an Indian village, Logstown, on the Ohio River. (Use outline map.) They started in October. What kind of weather were they apt to meet at this season? Rain, snow, swollen rivers, swampy wilderness.

Gist guided them to Logstown, but knew the country no further. Upon whom must he rely for help? The Indians. How gain their friendship and help? By smoking the peace pipe in a council and telling them the French were taking all their furs; giving them presents and promises of further reward. This council lasted five days. Was Washington wasting time? No, because he gained friendship of Indians for the English and information about the country. He was not impatient because, knowing Indian ways, he knew that they never decided anything in a hurry.

At last a chief named Half-King agreed to take them to Fort Venango, the nearest fort in the chain. From there they went to Fort Le Boeuf, near Lake Erie, where they met the French commander. How could Washington show that he had really come from Governor Dinwiddie? By the papers he carried. But anyone could have written such papers? How would they prove them to be genuine? To be genuine they must not only be signed by the governor, but be sealed with his huge red seal.

The French commander received young Washington very courteously. He gave him and his men food and drink. Washington was troubled when he saw his Indians drinking the "Scaura or firewater," because he was afraid he would never get them to leave. The commander, "Saint Pierre," told Washington that his letter must be sent by "runners" to the governor of Canada at Quebec, but that he would send a reply. It took him three days to frame a reply. While waiting for the reply what was Washington doing? Looking for the best place to build an English fort; learning all he could about the French plans and the French forts; talking to Indians and trying to gain their friendship. At last the answer was ready. It was this: "We are under orders to keep the English out of the Ohio Valley, and we intend to do our duty."

By Christmas time all was ready for the return journey of 500 miles. What would make this return journey less easy? The hardships will be doubled because the weather is much colder, the trails in worse condition, the horses worn out. In a few days the horses were exhausted. What was the only way for Washington to proceed? On foot through this dangerous country. Who would carry the baggage? Gist and the Indian guide. Of what must Washington take care? Of the important papers.

The Indian guide proved a rascal. He begged to carry Washington's gun for him, but the young Virginian did not trust him. One night, when the little party was tramping along single file, the Indian turned suddenly

and fired at Washington from behind a tree. It was dark and the bullet missed its mark. Gist wanted to kill the Indian, but Washington would not allow him to do so.

On another occasion Washington nearly lost his life. He and his friend had reached the Allegheny River. It was full of floating ice. They made a raft of logs. While they were pushing across the river a big cake of ice struck the raft, and Washington was thrown into the water. The two men at last got ashore on a little island. Having no way to build a fire, they had to keep walking all night in their wet clothing. In the early morning they were able to get across on the ice, where they secured horses at a settler's cabin for the remainder of the journey.

What had Washington really accomplished? Even though the French did not leave the Ohio Valley, Washington had undertaken and performed a difficult journey; had gained valuable information, and secured the friendship of Indian chiefs, besides selecting a location for an English fort to be built on the Ohio River.

Governor Dinwiddie was much pleased with what his young friend had done, and made this young man of twenty-two a colonel. He had done his duty even though the answer from the French governor was unfavorable. What was the only move that Governor Dinwiddie could now make? Send men to take possession of the Ohio country. What may we take for our problem for next lesson?

PROBLEM IV: To learn how the English tried to drive the French out of the Ohio country. Let us make our outline.

4. Washington's Trip to French Fort.

Difficulties of journey.

Dangerous journey of 500 miles.

No roads or bridges.

Hostile Indians.

Why Washington was chosen.

Had grown strong and self-reliant through experience as a surveyor.

Accustomed to danger and hardships.

Knew Indian character.

Knew country better than anyone else.

Preparations for journey.

Provisions, dress, Indian guide and a few hunters.

Pack-horses and canoes in which to carry provisions.

The journey.

Gist, a frontier friend, as guide to Logstown.

Peace-pipe smoked at Indian camps.

Half-King, Indian chief as guide to Fort Venango.

At the French Fort "Le Boeuf."

Le Boeuf a short distance from Venango.

Washington courteously received.

Washington detained while waiting for reply.

Return to Virginia.

Unfavorable reply given to Washington.

Difficulties of journey.

Winter weather, trails in worse condition, horses worn out.

Treachery of Indian.

Accident on Allegheny river.

Result of trip.

French did not leave Ohio valley.

Valuable information gained by Washington.

Friendship of Indians secured.

Location for English fort selected.

Washington made a colonel.

ASSIGNMENTS:

1. Imagine that you were with Washington. Write a description of the journey to the French fort.
2. Compare traveling in those days with that of today.
3. In what way did Gist serve Washington?
4. Why was Washington chosen as the messenger?
5. Give results of the trip.

Lesson IV.

PROBLEM IV: To learn how the English tried to drive the French out of the Ohio country.

What was the only way for the English to keep the French out? To build forts of their own faster than the French. Who would be given command of the men sent to build the forts? Washington. Why? He would know the best places to build forts. Would use knowledge gained on his trip.

A body of men under Washington was sent to begin work on the spot which he had selected, the site of the present city of Pittsburgh. (Locate on map.) What action would the French take? Try to drive them away.

There were a great many more French in the Ohio country than the English had supposed. Since there were so many French what happened? French would drive English out. What use would the French make of this unfinished fort? Capture it and finish it for their own use. This is what they did, and they named it Fort Duquesne in honor of the Canadian governor. (Locate on map). Would Washington be willing to give up even though driven from that place? No. What would he do? Build another fort. In great haste Washington now began to build a shelter which he called Fort Necessity. Why? Needed it as a shelter in case of an attack by French.

The French did attack them, and even though he fought bravely, with his little body of men was obliged to surrender to the French because of their greater numbers. The English, however, were permitted to march out with flying flags and go home. The French marched triumphantly back to Fort Duquesne, burning all the buildings they found on their way. Not an English flag was left to wave west of the Alleghanies. What effect would this have upon the English? Arouse them and make them see that they must take decisive action.

They were thoroughly aroused, and sent some men to New York to talk over the matter with the Iroquois Indians. Why talk with the Iroquois? The Iroquois hated the French. They knew the strength of the French better than the English, and also some of the plans of the French.

The Iroquois told them that the French were working like men building strong forts, while the English, like women, had no forts. England now saw that something must be done for her colonists here in America, so the next year, 1755, General Braddock, an old experienced soldier, landed in Virginia with two fine regiments of red-coated soldiers. He was sent from England to lead the colonists in their fight against the French. Which of the French forts would Braddock wish to attack? Fort Duquesne. Why? This fort was the stronghold of the French.

Horses and wagons were very scarce in Virginia, but Benjamin Franklin, who always knew how to do the right thing at the right time, went to the farmers of Pennsylvania and persuaded them to furnish wagons and horses, and the army started for Fort Duquesne. Who would be apt to go with Braddock? Washington and his riflemen. Now, General Braddock was a brave soldier, and accustomed to fighting in the open fields of England. How do Indians fight? In ambush. Washington, knowing this, advised Braddock, as they entered a deep valley which lay between them and Fort Duquesne, to let him send out his riflemen as scouts. What did he wish them to find out? Where the Indians were in hiding. This made Braddock very angry. "Do not tell me what to do, young man. I was an officer in the king's army long before you were born." Of course no scouts were sent in advance.

On went the English through this deep valley without a thought of a hidden enemy, when all of a sudden rang out the dreadful war whoop of the Indians. From behind bushes, trees and rocks the savages shot down the English soldiers. The English could see no one at whom to fire. The enemies were hidden. General Braddock did all that a brave man could do. Four horses were shot beneath him. But he was wounded, and died a few days later. His last words were, "We shall know better next time." He was buried in the trail, Washington reading the burial service.

France, knowing that England had sent Braddock to America, decided to send a general to take charge of her campaign. She sent General Marquis de Montcalm. What would be our problem for next lesson?

PROBLEM V: To learn of the part that Montcalm played in the war. Let us make our outline.

5. The conflict.

Attempt to take Ohio country.

Washington chosen commander.

Fort captured by French. Called Fort Duquesne.

Fort Necessity built by Washington.

Captured by French.

English permitted to go home.

Council with Iroquois Indians.

Indians told of strength of French.

Braddock sent by English to help England.

Landed in Virginia—two regiments of soldiers.

Preparations to attack Fort Duquesne.

Washington chosen to aid Braddock.

Horses and wagons secured by Franklin.

Attacked by Indians on way to fort. Braddock's death.

ASSIGNMENT:

1. Why were the English permitted to go home when Fort Necessity was captured? 2. Why did England send Braddock to America to help the colonists? 3. How were horses and wagons secured when preparing to attack Fort Duquesne? What does this act tell you about Franklin? 4. Give reasons for Braddock's defeat.

Lesson V.

PROBLEM V: To learn of the part that Montcalm played in the war. By whom was Montcalm sent, and for what purpose?

PROCEDURE.

Montcalm was sent to America by the French to take charge of the French soldiers. He gave his time and earnest attention to the winning of the Ohio country for France. His first battle, the capture of Oswego (Map), was a brilliant success, because it was one of the strongest and most important of the English forts. It was located on Lake Ontario, and its loss was a great blow to the English.

The next year Montcalm struck another important blow. News came that the best of the English troops had gone to attack Louisburg. Louisburg was the strongest of the French forts, and besides Quebec was the most important, for it stood at the entrance of the St. Lawrence. This expedition left two of the English forts, Edward on the Hudson and William Henry on Lake George without strong protection. This was what Montcalm wanted. He sent messengers to gather Indians into Montreal. They attacked Fort William Henry, and after a siege of three days a white flag was raised, a drum beaten, and one of the English officers left the fort and approached Montcalm's tent, asking what course to pursue. Montcalm agreed that the English should march out with the honors of war, and that they should be taken to Fort Edward the next day under the protection of French soldiers.

He called a council of the Indian chiefs, and made them promise not to allow the English to be hurt. The chiefs promised, but the promise was kept in a savage fashion. The next morning they fell upon the English and commenced a terrible massacre. Montcalm rushed out and cried out, "Kill me, but spare the English, who are under my protection." His bravery was useless. He found it was easier to lead Indians to battle than to lead them away from it. He was glad indeed when his army once more turned toward Montreal.

But Montcalm's greatest victory was yet to come. In 1758, with only four thousand men, he defeated an English army of more than 15,000 which had been sent to capture old Fort Ticonderoga. It did seem that this great French warrior was really going to trample the English under his feet. The fortunes of the English looked very dark indeed, but help was near at hand.

William Pitt, a great English statesman, whom Americans admired, now took the lead in England. He dismissed the generals whom Montcalm had defeated, and put able fighters in their places. Among these was James Wolfe. His father was a great soldier, and James was early put to studying the art of war. He was made an officer at 16, and at 31 was made a general as a reward for his bravery.

While Montcalm was winning a great victory at Ticonderoga Wolfe was helping to capture the powerful fortress of Louisburg, which guarded the entrance to the Gulf of St. Lawrence; then with a large fleet of war vessels and an army of 9,000 soldiers, Wolfe reached Quebec in June, 1759. Montcalm had fortified the city at every point. He had an army of 16,000 French, Canadians and Indians. The fort itself was on a rocky cliff, so high that cannon from the warships could not reach it.

The French taunted the English, telling them they were foolish to think that they could capture Quebec. But Wolfe declared that he would have Quebec or stay until November. Fortunately for Wolfe, Robert Stobo came into his camp one day. He had been one of Washington's men in the Ohio country. The French had captured him there, and had carried him off to Quebec, where he had been a captive for five years, and had learned every inch of the ground around Quebec. He had escaped, and had come to join Wolfe. In what way might he serve him? Draw a plan of the country around Quebec.

He showed Wolfe a narrow path just above Quebec where men might climb the steep slope and get to the plains on top.

Wolfe then decided that since Montcalm would not come out of his fortified city, he would send his picked troops up the river to this path above the city and let them climb the rocky heights to the "Plains of Abraham." Twenty-four men volunteered to try to climb this steep rocky path leading far away to the top. Up they went, in the night, clambering over stones and catching at the trees and bushes until presently Wolfe and his men heard their shouts and guns on the heights as they captured some French guards.

The others followed and in the gray of the morning, Wolfe formed his red coats for the desperate charge which he knew was coming.

Montcalm was amazed when he saw the English. The English finally charged bayonets and the French retreated. Wolfe was killed and Montcalm seriously wounded as he sat on his beautiful black horse.

Wolfe had won one of the greatest victories in the history of the world. By the treaty of peace which was signed 1763, the king of France surrendered all of New France from Hudson Bay to Gulf of Mexico and from Mississippi River to Atlantic Ocean to England. The courage, devotion and self-sacrifice of Champlain, Joliet, and Marquette, of La Salle and Hennepin and the brave efforts of Montcalm were lost as far as France was concerned.

OUTLINE.

Montcalm sent by France to help French.

Desire to win Ohio country for France. Capture of Oswego. Capture of Fort William Henry.

Treachery of Indians. Appeal of mercy for English by Montcalm.

Capture of Fort Ticonderoga.

Aid given English by Wm. Pitt.

Wolfe sent to command English soldiers. Louisberg captured by English. Quebec taken.

Montcalm's death. Wolfe's death.

6. Result of War:

Claim to territory in America given by French.

ASSIGNMENT: 1. Tell about the capture of Fort William Henry. 2. Imagine that you were one of the English soldiers climbing up the narrow path to Quebec. Give your experiences. 3. On outline map show territory now claimed by English.

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